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ABSTRACT

This resource file contains information for Utah secondary school teachers to help their students at level 10-12 to meet the state's instructional objectives in the social studies. This particular student level emphasizes U.S. studies. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing the stages of the business cycle, defining relevant terms, and listing practices which the government uses to influence the economy (economics); and analyzing the progressive movements of the various frontiers as they crossed the American continent (history). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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ED348309

A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

LEVEL 10-12
U.S. STUDIES



Utah State Office of Education 1981

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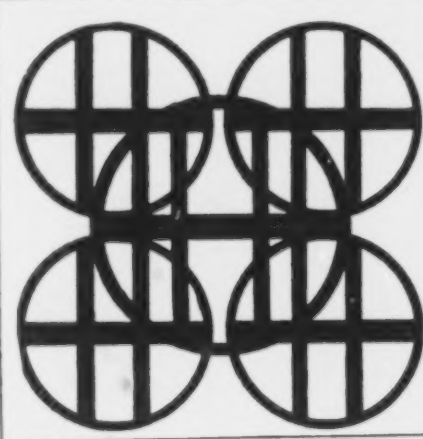
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The students will identify individual and group methods of coping with frustrations inherent in technological change. (418) (V)

Secondary Social Studies		TOPIC: Psychology	316-101 (418)
TITLE: Frustrations in Technological Change		TIME SEGMENT: 2 days	D
INSTRUCTIONAL OBJECTIVE: The students will identify individual and group methods of coping with frustrations inherent in technological change.		PROCEDURE: To the teacher: 1. Before the activity is assigned, discuss with your class how technological change can affect lifestyle and cause people to cope differently. 2. Duplicate enough Student Activity Sheets for your class.	
MATERIALS: Student Activity Sheet (Master included)			
EVALUATION: The student will be able to describe to the satisfaction of the teacher how technological change requires people to cope differently.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.			

Skills:

316-850

316-878

316-881

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

Technological change means many things. To children it means warming their after school snacks in a microwave oven and playing video games. To businessmen it can be faster communication with clients because of conference calls and computers. To the consumer it means getting cash day or night from a bank's automatic teller. Technological change has definitely affected Americans.

There are frustrations inherent in all this change. When machines can do many activities better than people, workers are often afraid of losing their jobs.

Even routine activities like banking and shopping are influenced by technological change. Often people feel confused and insecure when activities they have done for years are drastically changed.

For this activity you will need to talk to a grandparent and/or parent or guardian. An older person is preferable.

1. Pick two aspects of technological change that have occurred in this person's life; For example, the change in automobiles or other forms of transportation. Improvement in electricity and electrical appliances, changes in jobs as a result of technology, etc. could be used.
 2. Ask the person to tell you about how he/she coped with the changes brought by these two technological changes.
 3. Write up what you learn on a separate piece of paper.
 4. Pick one area of technological change that affects your life.
- Write as many of the advantages and frustrations in your life of this aspect of technology as you can.

After you have completed this activity, put your paper in the place designated by your teacher.

The students will describe the impact of economic and social change on American political processes and institutions. (414) (V)

Secondary Social Studies		TOPIC: Anthropology	316-201 (414)
TITLE: Impact of Economic and Social Change		TIME SEGMENT: 3 days	D
INSTRUCTIONAL OBJECTIVE: The students will describe the impact of economic and social change on American political processes and institutions.	PROCEDURE: To the teacher: 1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students participating. 2. Before this activity is assigned, have the students read the information sheet and any other available material in texts, encyclopedias, etc. that relates to the instructional objective. 3. Have a short group discussion summarizing the material. 4. Assign the activity.		
MATERIALS: Student Information Sheet Student Activity Sheet (Masters included) Texts Encyclopedias			
EVALUATION: The students will submit five newspaper articles that demonstrate, to the teacher's satisfaction, the impact of economic and social change on American political processes and institutions.			
ADAPTATIONS: This activity could be the basis of a discussion on current changes that are affecting political processes and institutions.			

316-852
316-826
316-850
316-875

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC: Anthropology	316-201 (414)
TITLE: Impact of Economic and Social Change	Student Information Sheet	D

Often economic and social changes result in other changes in political processes and institutions. For example, the economic crisis of the Great Depression altered many political institutions. The federal government expanded enormously as agencies were begun to help solve the problems of the time. The government has continued to expand since that time. Such things as welfare payments and social security got their start during the Depression.

There have also been many social changes that affected political institutions. The fight for woman suffrage, votes for women, is a famous case. In the first two decades of the twentieth century, social conditions changed. Women were able to do much more than they had previously. Many women wanted the vote. Suffragists held rallies; lobbyists went to work; authors penned articles. After long years the social views of many Americans changed enough that Congress granted women the vote.

Secondary Social Studies

TITLE: Impact of Economic and Social Change

TOPIC: Anthropology

Student Activity Sheet

316-201 (414)

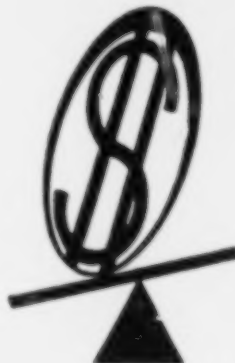
D

To the student:

1. Read the Student Information Sheet.
2. Read any other material available on the impact of economic and social change on American political processes and institutions.
3. Participate in the discussion summarizing this material.
4. Outside of class find at least five articles from newspapers and news magazines that tell of the effect of current economic and social change on American political processes and institutions.
5. Mount the articles on pieces of 8 1/2 " x 11" paper and put the completed activity in the place designated by your teacher.
6. Suggested topics:

Environmental Concerns
Conservation of Natural Resources
Development of Energy
Women's Movement
Labor Concerns
Space Exploration
Children's Rights
Recreation and Leisure Time

The students will evaluate the impact of economic and political instability on the American lifestyle. (414) (V)

Secondary Social Studies		TOPIC: Sociology	316-202 (414)
TITLE: Instability		TIME SEGMENT: 1 class period	D
INSTRUCTIONAL OBJECTIVE: The students will evaluate the impact of economic and political instability on the American lifestyle.		PROCEDURE: To the teacher: 1. Discuss the concepts of lifestyle change and economic/political instability with your students before the activity is assigned. Give them examples of how lifestyle can change based on other influences. The rationing, etc. of World War II would be a good example. Use contemporary newspapers to show how the economic and political scenes influence decisions that affect individuals. 2. Duplicate enough Student Activity Sheets for the class.	
MATERIALS: Student Activity Sheet (Master included)			
EVALUATION: The students will be able to describe to the teacher's satisfaction how their lifestyles have been changed by economic and political events.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the needs of the class.			

Skills:

316-850

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

Instability is a frightening thing for many people. It is especially unnerving when the events causing the instability affect your wallet. Sometimes the economic and political situation is such that people feel insecure. When Watergate occurred, for example, people were not sure about government. More recently rising interest rates and rampant inflation have affected Americans.

The point is that rising prices, dwindling resources, and changes in government affect lifestyle. They do concern individuals in a very real way. Read the following terms and write down how the circumstance listed would change your lifestyle.

1. Gasoline is \$4.00 per gallon and you have to wait in line to get it.
2. City politicians are battling. The result is that your garbage collection and snow removal are cut off.
3. The economy is bad and inflation is 20%. It's Christmas and you're beginning your shopping.

When you have completed the activity, put your paper in the place designated by your teacher.

The students will describe how institutions are organized to meet social, political, and economic needs. (410) (V)

Secondary Social Studies		TOPIC: Sociology	316-301 (410)
TITLE: Institutions		TIME SEGMENT: 30-40 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will describe how institutions are organized to meet social, political, and economic needs.			
PROCEDURE: To the teacher:			
MATERIALS: Student Information Sheets Pages 1-4 Student Activity Sheet (Masters included)			
EVALUATION: The student will be able to recognize needs met by an institution and discuss them to the teacher's satisfaction.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.			

Skills:

316-850

316-852

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies		Student Information Sheet 316-301 (410)	
TITLE: Institutions	TOPIC: Sociology	Page 1	D

Utah Girls' Village

The Utah Girl's Village is a non-profit, non-denominational, residential group home for adolescent girls. We serve young women described as "pre-delinquent," "delinquent," and "emotionally disturbed." Applicants to our program are selected by a screening committee composed of a representative from juvenile court, social services, schools, and the Utah Girls' Village.

Celebrating its fifth year of service as a private, non-profit, non-denominational, twenty-four hour, residential group home, the Utah Girls' Village is located at 5930 South 4800 West.

Through the dreams, leadership, and hard work of Lila Bjorklund, the doors of the Utah Girls' Village opened in 1975. As president of the Board of Trustees, Mrs. Bjorklund was aided in her efforts by a dedicated Advisory Board and Executive Board. The facility itself was built entirely from private contributions of time, property, and materials, truly making the establishment of the Utah Girls' Village a community effort.

Since its opening, the Utah Girls' Village has responded to a variety of needs presented by young women, who are either abused, abandoned, ungovernable, or delinquent. Recognizing the need for a second home, the Utah Girls' Village has now undertaken the building of another residential group home facility.

The cornerstone of the treatment philosophy of Girls' Village is the traditional view of the value of the family. The family is seen as the basic ingredient of both the societal and the emotional well-being of the young women whom it serves. The primary goal of treatment is to restore healthy parent-child relationships whenever feasible.

Dr. Barbara W. Snow is Executive Director of the treatment program. Treatment is directly administered by a professional couple, Matthew and D annette Kaopua, who live with the girls 24 hours a day. Mr. Daopua has an M.S. W. and both he and his wife have completed competency training which includes classroom and practicum experience. In this family-style setting, the couple develops a strong and lasting relationship with the girls which facilitates the girls' necessary behavior changes.

The program is to teach these girls new skills that will enable them to function adequately in the community and to assist their natural family members in learning methods to further promote their successful adjustment. Emphasis is placed on structure, personal responsibility, and family and community values in an effort to assist these young women in coping more productively with their world.

The program's focus on community involvement and normalizing the residential setting is consistent with the nationwide trend against institutionalizing youth due to the lack of treatment success in institutional settings. The combination of a professionally trained couple, smaller numbers of girls in a group home, and locating the program in the community where parents, family, and friends have continual contact, is three of the key elements critical in maximizing the long range effects of treatment at the Utah Girls' Village.

The Utah Girls' Village contracts with the state for funding to help each girl in the program. However, the state has never fully funded our continuing program.

Because of urgent need to help more girls, Girls' Village is trying to complete a second home. The funds are limited, and the program has never been in debt. It is constantly seeking more funds and contributions so that it can complete its second home and hopefully a center in the near future. Most workers volunteer their time, but the program itself has only a small staff.

Salt Lake Area Chamber of Commerce

Organization Structure

The organization of the Salt Lake Area Chamber of Commerce evolves from a criteria of how to harness the talents and energies of more and more business and professional people to produce greater results for the improvement of the business and living climates of the Salt Lake area.

The organization of the Chamber, through councils and committees, is designed to

1. stimulate interest and participation of more members by getting them involved

In Chamber work and keeping them informed

2. set up committees to accomplish special projects
3. better utilize the talents of the professional staff

The Salt Lake Area Chamber of Commerce has six basic divisions. Each division is represented by a council which in turn has many committees. The life blood of the Chamber is the committee. This is the workhorse, the unit that accomplishes the aims and objectives. The purpose of the committees is to collect ideas from the business people, keep the Chamber members informed, and provide the manpower and finances for the projects.

Purpose

The purpose of the Salt Lake Area Chamber of Commerce is to assure progressive, orderly community development which will assure a favorable climate for a sound, expanding economy.

Type of Organization

Our Chamber is a service organization and our members and others expect us to have the answers to many of their questions. For that reason, we should avoid referring the caller to other sources of information. If the staff member does not have the information requested at his/her fingertips, he/she should take the caller's name and number and make an additional effort.

Pleasant and courteous treatment of callers and prompt, intelligent, and complete service are required of all persons employed by our Chamber of Commerce. Abrupt or discourteous manners in dealing with the public or in answering inquiries by telephone will be considered a serious violation of organization policy.

As a member of the Salt Lake Area Chamber of Commerce, many benefits accrue to your business and to you, personally. Many opportunities are available for you to participate in the decision-making which goes into making the Salt Lake area a better place to live. The Chamber's actions in these areas can be separated into three basic groups: Economic Development, Political Action, and Community Improvement.

Secondary Social Studies TITLE: Institutions	TOPIC: Sociology	Student Information Sheet Page 3	316-301 (410) D
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Economic Development

1. Commercial and Industrial Promotion. The Chamber of Commerce annually works to recruit new business to the Salt Lake Valley by bringing in new firms and by expanding the business of present firms. The Chamber has had a major role in bringing such important employers to the valley as Rockwell International, American Express, Southland Corporation, Acme Electric, and Applied Digital Data Systems. As an additional benefit, the introduction of new firms in the valley and expansion of present firms provides many more jobs for native Utahns entering the job market. As a result, fewer and fewer young Utahns are leaving the state to find employment.
2. Sports. Sports provide both entertainment and a boost to the local economy, and the Chamber of Commerce assists in keeping both amateur and professional sports in Utah healthy. The Chamber has assisted the Salt Lake Gulls and the Salt Lake Golden Eagles in season ticket drives and was extremely instrumental in bringing the major league basketball team, the Jazz, to Utah.

Political Action

1. City-County Government. The Salt Lake Area Chamber of Commerce is very active in local government testifying at innumerable hearings and working with local officials to assure equitable policies toward improvement of government efficiency in such ways as the Chamber's support of city/county unification and the \$40,000 Touche-Ross study of government modernization.
2. State Legislative Action. Lobbyists from the Salt Lake Area Chamber of Commerce work on a year-round basis with members of the Utah State Legislature to ensure equitable policies toward the Salt Lake Valley business community. Examples of Chamber effectiveness include appropriations for recreational development of the south shore of the Great Salt Lake and successful opposition of legislation which would have created a "professional" legislature. The Chamber was instrumental in obtaining funding for the study of our free enterprise system in the public schools.

Community Improvement

1. Community Development. The Chamber is concerned with improving the aesthetics and well-being of the Salt Lake area. Questions are raised concerning problems which exist in the community and solutions suggested in order to improve our quality of life and the appearance of the area.

Secondary Social Studies		Student Information Sheet	316-301 (410)
TITLE: Institutions	TOPIC: Sociology	Page 4	D

2. Downtown Improvement. Downtown Salt Lake is the center of business and culture of the Intermountain West, and the Chamber works dligently to ensure that it remains alive. The Chamber is also concerned that the growth and development of the downtown area is orderly and well-planned.

Information about Utah Girl's Village and Salt Lake Area Chamber of Commerce used by permission.

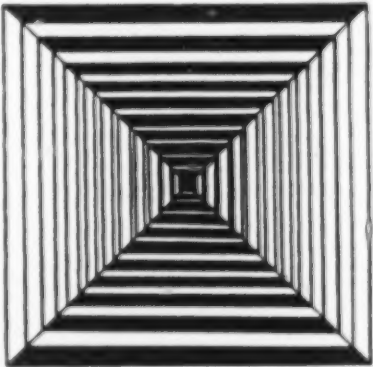
To the student: Institutions are established for some specific social or political purpose.
The following excerpt describes two institutions: Utah Girl's Village and
Salt Lake Area Chamber of Commerce.

Read the excerpts and make a list of the social, political, and economic needs these institutions meet.
You will have to infer some of the needs from what the information sheets say.

Discuss your lists with someone else in your class.

When you have completed the activity, put your papers in the place designated by your teacher.

The students will describe how individual needs and concerns result in the formation of special interest groups. (414) (V)

Secondary Social Studies TITLE: Special Interest Groups	TOPIC: Sociology TIME SEGMENT: 1 class period	316-302 (414) D
INSTRUCTIONAL OBJECTIVE: The students will describe how individual needs and concerns result in the formation of special interest groups.	PROCEDURE: To the teacher: 1. Duplicate enough Student Activity Sheets for the students. Before this activity can be done, a background must be established through class discussions and/or reading so students understand the term "special interest group". 2. Give the students examples of special interest groups. 3. Invite a representative of a special interest group to your class or have the students research a particular special interest group in your community. 4. Explain the activity sheet and ask those who are participating why interest groups need to look out for their own interests.	
MATERIALS: Student Activity Sheet (master included) Reference materials		
EVALUATION: The students will be able to accurately define and explain a special interest group in oral or written form.		
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.		51

Skills:

316-825
316-826
316-827
316-828
316-829

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Special Interest Groups	TOPIC: Sociology	Student Activity Sheet	316-302 (414) D
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To the student:

1. From class discussion and/or reading, you should have a good understanding of the term "special interest groups".
2. Work in groups of four for this activity. One person in the group is the law maker. The law maker decides all the policy for the group and has the last word. Another person represents high school students. A third represents teachers. The fourth group member is an administrator.
3. Each person in the group has a special interest, that is, concerns which relate only to him. For example, at a high school dance, the administrator worries about how the parents, community, and district respond; the teacher worries about his specific responsibilities; chaperoning, tickets, etc.; and the students just come to have a good time. It's the same dance seen from three points of view.
4. Your job is to make some school laws about three subjects:
 - a. attendance
 - b. school lunch
 - c. athletic competition
5. You represent your special interest group, not just yourself. Consider how your group might feel about these issues and respond accordingly.
6. The lawmaker will moderate a discussion about each topic. The group will decide on the laws, but remember, the lawmaker has the final say.
7. After you've made two laws for each area, discuss as a group why it is important for special interest groups to have a spokesman. What happened when the groups you represented didn't agree on an issue? What did you learn about working in a group with different points of view?
8. After your group discussion:
 - a. write a definition of "special interest group" on a separate piece of paper.
 - b. choose a special interest group you know about and write a paragraph of 7-8 sentences explaining what their special interest is.

The students will describe the contributions of women to America's history. (45) (V)

Secondary Social Studies		TOPIC: Sociology	316-303 (415)
TITLE: Women		TIME SEGMENT: 2-4 days	D
INSTRUCTIONAL OBJECTIVE: The student's will describe the contributions of women to America's history.		PROCEDURE: To the teacher: 1. Ask the students to write one page about a woman who has influenced their lives. 2. After they have written this, have the students read the Student Information Sheet. 3. Explain the terms "contralto", "precedent", "domestic positions", "New Deal", "Works Projects Administration", "Civilian Conservation Corps", "Hull House". Be sure the students are familiar with these terms, so they will understand the Student Information Sheet. 4. Discuss the contributions of the three women and what difference they made to America. 5. If possible, locate some resource books and show your class pictures of the three women. Play a Marion Anderson song, if it's available. 6. Discuss the impact women have in local community affairs. 7. Invite a woman from the community to your class to talk about womens' impact in your area, if you wish. Have the students take notes on the talk. 8. Have the students hand in their written work for evaluation.	
MATERIALS: Student Information Sheet (master included) Resource books Marion Anderson record or tape if available			
EVALUATION: Each student will describe a woman's contribution to his life by writing about it to the satisfaction of the teacher. If notes are taken during the course of the activity, these shall also be satisfactory in the teacher's opinion.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.			

59

59

Skills:

316-827

316-850

316-878

316-881

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC: Sociology	Student Information Sheet	316-303 (415)
TITLE: Women		Page 1	D

1. MARION ANDERSON

Born in a poor area of Philadelphia in 1908, Marian Anderson became one of the greatest singers of this century. Miss Anderson was the oldest child in a family of three girls. Her father died when she was still very young, and her mother supported the family.

Mrs. Anderson was a deeply religious woman, and Marian and her two sisters always went to church. Music was an important part of Marian's church and home experience. She sang in the church choir and was called "the ten year old contralto." By age eight, she had also begun singing at clubs, societies, and neighborhood churches.

Music became the center of Marian Anderson's life, and her energies were devoted to hours and hours of practice. The practice paid off when the Philadelphia Choral Society gave her a scholarship after her high school graduation. Later, Bogheti, a famous voice teacher, heard her sing and wept at the beauty of her voice.

Bogheti taught Marian Anderson, and in 1925 he entered her in a contest of three hundred singers. She won the contest and the honor of being guest soloist with the New York Philharmonic Symphony Orchestra.

The Rosenwald Fellowship, which she won in 1930, took her to Europe for more years of study. During her years abroad, Marian Anderson sang in Denmark, Norway, Finland, Holland, Belgium, England, France, Spain, Italy, Czechoslovakia, Poland, Austria, Hungary, Russia, and Switzerland. Marian sang two of his compositions for the famous Finnish composer, Jean Sibelius. He was so thrilled by her voice that he ordered champagne for the whole company. European audiences loved her as much as Sibelius did. Her first concert in Rome was so crowded that people had to sit on the stage.

In December, 1935, Marian Anderson made her American debut. Critics in America soon recognized her vast talent, but extreme racial prejudice caused her concern. In some cities, she was denied accommodations or access to the restaurant. In Salutz, Minnesota, a typical experience took place. She and her white accompanist went into a hotel restaurant for dinner. The waiter would not seat them, because Marian Anderson was black.

Outraged, Kosti Vehanen, her accompanist, called the hotel manager and explained what had happened. The manager escorted them into the dining room and became very upset with the waiter. The waiter came in three times to apologize to Miss Anderson. She merely replied, "You didn't know any better."

Secondary Social Studies TITLE: Women	TOPIC: Sociology	Student Information Sheet Page 2	316-303 (415)	D
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The greatest rebuff, and probably the greatest triumph of her career, occurred in 1939. Though she was at the height of her success, the Daughters of the American Revolution would not let her sing in their Constitution Hall in Washington. Many Americans were offended by this slight. Eleanor Roosevelt, then First Lady of the land, resigned from the organization in protest. Officials in Washington invited Marian Anderson to sing at an outdoor recital Easter Sunday, 1939, in front of the Lincoln Memorial. Marian accepted the invitation after some deep thinking. A group of 75,000 Americans gathered to hear her give one of the most famous concerts in American history.

The concert epitomized Marian Anderson's courage, genius, and character.

2. MARY LYON

Mary Lyon (1797-1849) was one of America's great teachers. Mary was born on a farm in western Massachusetts. Her father died when Mary was a child, but the family was able to make a living on the farm.

Mary loved school and did exceptionally well. In fact, Mary was so bright she was able to memorize her entire grammar book in four days.

When her mother remarried and moved to Ohio, Mary stayed in Massachusetts and began teaching school for 75¢ a week plus room and board. Mary wanted to return to school, however, so she saved until she had enough money for one term at the academy.

The professors were so impressed with her abilities that they offered her a scholarship for another semester. To pay for her room and board, she sold bed and table linen, virtually all she owned. Learning was so important to her that she slept only four hours a night so she could study longer. Her teacher gave her a Latin grammar which she mastered in three days. The rest of the class was barely beginning to understand the essentials.

The school boards of the area towns heard of her incredible work and offered her several jobs. Mary took on several, but when each term ended, she began learning again. Soon Mary heard of a women's school at Byfield. The Reverend Joseph Emerson ran it, believing women should receive a scholarly education. At age 24, she went to Byfield for a year. Soon after her year there, she went to Gerry, New Hampshire to teach a summer school. During the rest of the year, she taught in local schools.

Secondary Social Studies	TOPIC: Sociology	Student Information Sheet	316-303 (415)
TITLE: Women		Page 3	D

Mary's desire, however, was to provide an opportunity for other women to have higher education. Mary moved to Ipswich, Massachusetts to a larger girls' school where she stayed for six years. During those years, she helped struggling girls. She spun her own cloth for her clothes and thereby saved money to help students. Still, Mary had not attained her dream. She wanted to found a womans' college where even the poor could go, and that became the dream of her life.

While still working in Ipswich, she tried to get that school founded permanently. All her efforts failed. She'd been depressed before, but this failure was a bitter blow. After a year of grieving over it, she quit teaching and decided to look for the money herself. Mary raised the first thousand dollars from women themselves. Property was found in South Hadley, and the public became more interested.

October 3, 1836, the cornerstone of Mount Holyoke Seminary was laid. Tuition was \$60 a year, and Mary Lyon accepted a minimal salary. The school grew. By her fiftieth birthday, Mary Lyon had seen close to two thousand students come and go.

Mary Lyon overcame poverty and hardship to work for her dream and set a historic precedent for womens' education.

3. FRANCES PERKINS

Frances Perkins was the first woman to hold a cabinet position. She had been raised in a conventional Republican home, but when she was young she told her parents she was a Democrat. Continuing to think things out for herself, she enrolled in Mount Holyoke College in 1898. In her senior year, she was elected president of her class. Upon graduation, Frances went to work at Hull House, the famous settlement house in Chicago. She then worked in various types of domestic positions to learn what employment was like for many types of people. She also went back to graduate school and received her masters degree from Columbia. Frances Perkins moved into the labor arena upon her graduation. She worked in the government and was named to the New York State Industrial Board. During this time, she met Franklin D. Roosevelt, then a state senator.

When Roosevelt was elected President, he asked her to be the Secretary of Labor. She accepted reluctantly, because she thought a woman wouldn't be as easily accepted as a man in that position. Roosevelt insisted she was right for the job, however, and she went to work.

Secondary Social Studies TITLE: Women	TOPIC: Sociology	Student Information Sheet Page 4	316-303 (415) D
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The department was in bad shape when she began. She had to organize and put the office in order. Her real interest, however, was in working for the good of the laborer. She devised the idea of a federal bill to help the unemployed. The Works Projects Administration and Civilian Conservation Corps were the result, and both were crucial parts of the New Deal. The United States Employment Service was another one of her major projects.

Probably the proudest achievement of her career was her successful work on the Social Security Bill. This bill was the realization of dreams she'd had from the time she worked with the under-privileged at Hull House.

Frances Perkins was a cabinet member for twelve years. She kept a low public profile and led a very private life. She, her husband Paul, and their daughter made few public appearances. Frances Perkins attempted to resign several times, but she was not able to until after Roosevelt's death.

Frances Perkins left a legacy of social reform and use of her keen intellect for the good of others.

The students will analyze the various sociological influences on food habits, i.e., family relationships, mobility, social problems, and economics. (506) (N, V)

Secondary Social Studies		TOPIC: Sociology	316-304 (506)				
TITLE: Sociological Influences on Food Habits		TIME SEGMENT: 1 class period	D				
INSTRUCTIONAL OBJECTIVE: The students will analyze the various sociological influences on food habits, i.e., family relationships, mobility, social problems, and economics.		PROCEDURE: To the teacher: 1. Make posters/charts or write on board headings. Add words to elicit student response.					
MATERIALS: Food Profile Cards and Masterbook. (Sample card included, full set and masterbook will be found in your media center.) Posters/charts with one of the following headings written on each: Foods and Family Relationships, Foods and Mobility, Foods and Social Problems, Foods and Economics.							
EVALUATION: The student will be able to accurately analyze with supportive data sociological influences on food habits, i.e., family relationships, mobility, social problems, and economics based, in oral or written form.		<table border="0"> <tr> <td> <u>Foods and Social Problems</u> Rejection Acceptance Depression Love Friends Hate Popularity Anxiety Overweight Fear </td> <td> <u>Foods and Economics</u> Money Work No money Budget Inflation </td> <td> <u>Foods and Family Relationships</u> Mother Grandparents Father Sister Marriage Brother Baby </td> <td> <u>Foods and Mobility</u> New friends Moving New school New home </td> </tr> </table>		<u>Foods and Social Problems</u> Rejection Acceptance Depression Love Friends Hate Popularity Anxiety Overweight Fear	<u>Foods and Economics</u> Money Work No money Budget Inflation	<u>Foods and Family Relationships</u> Mother Grandparents Father Sister Marriage Brother Baby	<u>Foods and Mobility</u> New friends Moving New school New home
<u>Foods and Social Problems</u> Rejection Acceptance Depression Love Friends Hate Popularity Anxiety Overweight Fear	<u>Foods and Economics</u> Money Work No money Budget Inflation	<u>Foods and Family Relationships</u> Mother Grandparents Father Sister Marriage Brother Baby	<u>Foods and Mobility</u> New friends Moving New school New home				
ADAPTATIONS:		2. Discuss with class the relationship between food habits and the four sociological influences listed. 3. Direct students to say aloud any food they associate with a word, as the word is read orally. For example, when "baby" is vocalized, a student may say "milk". Write the words elicited on the poster/chart or board. 4. Help students see the relationship of sociological influences and food habits. 5. Use questions listed under headings to elicit discussion.					

TITLE: Sociological Influences on Food Habits

TIME SEGMENT: 1 class period

D

INSTRUCTIONAL OBJECTIVE:

PROCEDURE:

Foods and Social Problems

- a. What foods do you usually eat with your friends? Why?
- b. What do you eat when you are alone, just thinking? Why?

Foods and Economics

- a. What type of food would you eat if you had all the money you wanted? Why?
- b. What do you eat when you are low on money? Why?

Foods and Family Relationships

- a. Are there certain kinds of food you only eat with your family? If so, why?
- b. What foods are "family favorites"? Why?
- c. Does your family have any traditional foods or meals? If so, why?

Foods and Mobility

- a. When you are "on the go", what do you eat?
- b. What food would you take to welcome someone into the neighborhood?

6. Assign four groups a different sociological influence. Direct groups to utilize poster/chart headings to list applicable foods.

7. The groups will then find Food Profile Cards of the foods they selected. If no Food Profile Cards are available, the Masterbook should be used, and the name of the food, serving size, and % STD (standard) column should be listed on a piece of paper.

If a food such as a cheese sandwich is selected, nutrient addition should be performed to find the nutrients in the combined foods. Each group should place an asterisk (*) to the left of any food combination if it is a

MATERIALS:

EVALUATION:

ADAPTATIONS:

Secondary Social Studies		TOPIC: Sociology	Page 3	316-304 (506)
TITLE: Sociological Influences on Food Habits		TIME SEGMENT: 1 class period		D
INSTRUCTIONAL OBJECTIVE:		PROCEDURE: good source of three or more nutrients. All Food Profile Cards, and papers with foods found in the Masterbook, should be readied for the discussion that follows.		
MATERIALS:		8. Using their poster and Food Profile Cards, etc., each group should include in their presentation, a discussion of the fact that certain family members, mobility situations, social problems, or economic situations may promote eating high or low nutrient dense foods. Generalizations can be made by group consensus as to which influences these include, i. e., "Depression causes most of our group to eat foods that are high in calories and low in most nutrients."		
EVALUATION:				
ADAPTATIONS:				

Skills:

316-825

316-826

316-852

Evaluation and Comments on Activity:

Students: _____

Teacher: _____



Dinner Roll

DINNER ROLL, 1 AVERAGE

28 GRAMS WHICH SUPPLY 83 KCAL OF ENERGY

NUTRIENT	AMOUNT	INQ	% STD	0	25%	50%	75%	100%
ENERGY	83 kcal	1.00	3	■				
PROTEIN	2.3 g	1.83	6	■				
VITAMIN A	0 IU	0.00	0	■				
VITAMIN C	0 mg	0.00	0	■				
THIAMIN	0.08 mg	1.88	7	■				
RIBOFLAVIN	0.05 mg	1.21	4	■				
NIACIN	0.6 mg	1.11	4	■				
CALCIUM	21 mg	0.74	3	■				
IRON	0.5 mg	1.53	5	■				

50

51

DINNER ROLLS

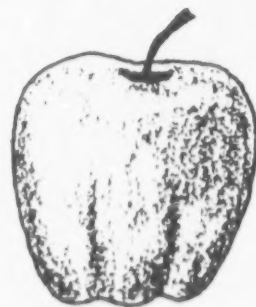
805 GRAMS WHICH SUPPLY 2400 KCAL OF ENERGY

DINNER ROLLS

NUTRIENT	AMOUNT	INQ	% STD	0	100%	200%	300%	400%	500%
ENERGY	2400 kcal	1.00	100	EEEEEEEEEE					
PROTEIN	66.0 g	1.83	183	PPPPPPPPPP					
VITAMIN A	0 IU	0.00	0						
VITAMIN C	0 mg	0.00	0						
THIAMIN	2.26 mg	1.83	188	TTTTTTTTTT					
RIBOFLAVIN	1.45 mg	1.21	121	RRRRRRRRRR					
NIACIN	17.7 mg	1.11	111	NNNNNNNNNN					
CALCIUM	596 mg	0.74	74	KKKKKKK					
IRON	15.3 mg	1.53	153	IIIIIIIIII					

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The students will identify public health problems related to diet. (506) (N,P)

Secondary Social Studies		TOPIC: Sociology	316-305 (506)
TITLE: Nutrition Know-How Fair		TIME SEGMENT: two weeks	D
INSTRUCTIONAL OBJECTIVE: The students will identify public health problems related to diet.	PROCEDURE: To the teacher: 1. Through selected reading and class discussion, the students should be given a good background in public health problems. 2. In this activity, each student will prepare a booth or presentation for a Nutritional Know-How Fair. 3. The teacher will write the following list of topics on the board:		
MATERIALS: Texts, encyclopedias, and related materials on public health concerns. Food Profile Cards and Masterbook (A sample Food Profile Card is included in the activity. A complete set plus the Masterbook will be found in your media center.)	Nutrition labeling - what it is, how it is interpreted Nutrition labeling - its use in special diets, such as low fat, low cholesterol, low sodium, and calorie restricted diets Menu planning for low income persons/families Use of the Basic Four in food selection Maintaining ideal weight, weight reduction, fad diets Avoiding too much sugar Decreasing salt intake Salt and hypertension (high blood pressure) Alcohol - a nutrient dilutor Making and keeping nutrient dense foods - selecting nutritious food Making nutrient dense foods appealing Nutritious snacks Improvement of nutrition during pregnancy and lactation Improvement of nutrition during infancy Improvement of nutrition during early childhood Improvement of nutrition during adolescence Improvement of nutrition during middle age Improvement of nutrition during advanced age Health foods/organic foods: fact vs. fiction Megadoses of vitamins and minerals Nutrition and exercise Diabetic diets		
EVALUATION: The students will demonstrate their understanding of a public health problem by preparing and giving to the teacher's satisfaction, a presentation at the Nutritional Know-How Fair.			
ADAPTATIONS:			

Skills:

316-825
316-826
316-827
316-829
316-850
316-852
316-853
316-875
316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Nutrition Know-How Fair	TOPIC: Sociology	Student Activity Sheet	316-305 (506)	D
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To the student:

Select one of the topics of interest your teacher has listed on the board. (A topic related to public health not found on the list may also be selected.)

By yourself or with a group of other students, prepare a booth or presentation for a "Nutrition Know-How Fair".

The "FAIR" will be held during the day for the students to attend, as well as in the evening for parents and the public.

After selecting a topic, the student should research the topic using credible books, journal articles, pamphlets, etc. Contacting a key resource person (at a college or university, Extension home economist, etc.) may help the student in researching his/her topic.

The student should develop posters, bulletin boards, and/or other media to be used in his/her booth or for his/her presentation. Food models, Food Profile Cards, Masterbook, transparent overlays may also be used to help illustrate facts and concepts.

Some excellent resources are:

"Food" - A publication on food and nutrition by the USDA

Home and Garden Bulletin No. 228

Science and Education Administration

Stock No. 001-000-03881-8

"Nutrition and Your Health - Dietary Guidelines for Americans"

by USDA/HEW

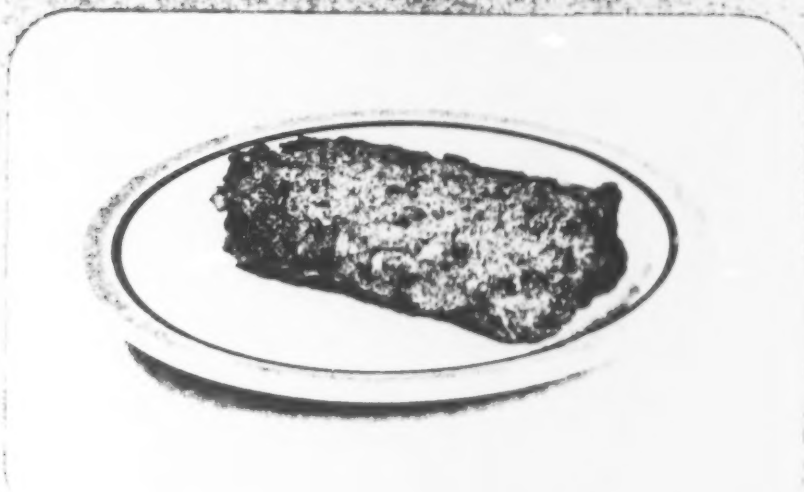
Both are available from:

Superintendent of Documents

U. S. Government Printing Office

Washington, D. C. 20402

They may also be obtained from your local county Extension Home Economist.



Meatloaf

MEATLOAF

3 OUNCES OR 85 GRAMS WHICH SUPPLY 208 KCAL OF ENERGY

NUTRIENT	AMOUNT	INQ	% STD
ENERGY	208 kcal	1.00	9
PROTEIN	16.4 g	5.23	45
VITAMIN A	165 IU	0.58	5
VITAMIN C	1 mg	0.33	3
THIAMIN	0.08 mg	0.77	7
RIBOFLAVIN	0.18 mg	1.70	15
NIACIN	3.4 mg	2.47	21
CALCIUM	29 mg	0.41	4
IRON	2.3 mg	2.60	23



MEATLOAF

980 GRAMS WHICH SUPPLY 2400 KCAL OF ENERGY

NUTRIENT	AMOUNT	INQ	% STD
ENERGY	2400 kcal	1.00	100
PROTEIN	188.3 g	5.23	523
VITAMIN A	1900 IU	0.58	58
VITAMIN C	13 mg	0.33	33
THIAMIN	0.92 mg	0.77	77
RIBOFLAVIN	2.04 mg	1.70	170
NIACIN	39.6 mg	2.47	247
CALCIUM	330 mg	0.41	41
IRON	26.0 mg	2.60	260

MEATLOAF



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The students will list what they feel are the major purposes of education. (410) (V,P)

Secondary Social Studies		TOPIC: Sociology	316-306 (410)
TITLE: Education		TIME SEGMENT: 1 class period	D
INSTRUCTIONAL OBJECTIVE: The students will list what they feel are the major purposes of education.		PROCEDURE: To the teacher: 1. Duplicate enough Student Activity Sheets for the students. 2. This activity should be assigned following a discussion of American education including its purposes. Students could also be referred to appropriate reference books. 3. Discuss with the students how these purposes influence their education. 4. Read through the activity with the students, and be sure they understand it completely. 5. Tell the students where to hand in their papers.	
MATERIALS: Student Activity Sheet (master included) Reference books			
EVALUATION: The students will be able to discuss to the teacher's satisfaction the purposes of education in his life.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.			

Skills:

316-850

316-853

100

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

101

Secondary Social Studies	TOPIC: Sociology	Student Activity Sheet	316-306 (410)
TITLE: Education			D

To the student:

1. What would the United States be like if no one had to go to school? Think about it, and make two lists. One should be a list of what purposes education has for you. The other should be a list of what would happen to the country if no one had to go to school. Be creative, and list everything you can think of under both topics.
2. Think about how your future would be different if you had no education and would never go to school again. Write down some differences education will make in your future.
3. Compare your purposes of education with that of the State Board of Education's purposes for public education. How are they alike? How are they different?
4. When you have completed the activity, put your paper in the place designated by your teacher.

The students will summarize the role of the federal government for supervision and control of the public schools.
(410) (P)

Secondary Social Studies TITLE: Federal Role in Education	TOPIC: Sociology TIME SEGMENT: 1 class period	316-307 (410) D
INSTRUCTIONAL OBJECTIVE: The students will summarize the role of the federal government for supervision and control of the public schools.	PROCEDURE: To the teacher: This activity should be a carefully controlled, teacher-directed activity. The teacher should prepare a background of the subject of American education, and then lead the students in a discussion stressing the following points:	
MATERIALS:	1. No specific mention of education is made in the U. S. Constitution.	
EVALUATION: The students should be able to state, to the teacher's satisfaction, three ways that the federal government affects education.	2. Education is a responsibility of the states. Article X of the Bill of Rights states, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."	
ADAPTATIONS: The teacher should feel free to adapt this activity to the needs of the class. 166	3. Local school boards have been given the power to determine policy, set budgets, and generally oversee education at a local level. 4. State boards of education distribute funds (state and federal), enforce educational statutes, determine courses of study, recommend textbooks, certify teachers, set educational standards, and assist local school boards in the general improvement of education. 5. Federal funding is provided to the states in such areas as vocational education, handicapped programs, education for the disadvantaged, and other such categorical programs. 6. Educational administration rests primarily at the local level, influenced by local needs as perceived by the public and community at large. Local school boards have a great deal of autonomy as long as the decisions made do not conflict with federal or state laws. 167	

Skills:

316-826

316-850

316-852

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies		TOPIC: Sociology	316-307 (410)
TITLE: Federal Role in Education		TIME SEGMENT: 1 class period	D
INSTRUCTIONAL OBJECTIVE:	PROCEDURE: 7. At the end of the discussion, have the students list three areas of education where the federal government funds programs. Collect the lists for evaluation.		
MATERIALS:			
EVALUATION:			
ADAPTATIONS:			

The students will discuss how the increased use of automation and economic changes make it necessary for workers to be adaptable and capable of retraining. (808) (V)

Secondary Social Studies		TOPIC: Sociology	316-308 (808)
TITLE: Retraining		TIME SEGMENT: 3 days	D
INSTRUCTIONAL OBJECTIVE: The students will discuss how the increased use of automation and economic changes makes it necessary for workers to be adaptable and capable of retraining.		PROCEDURE: To the teacher: 1. Duplicate enough Student Activity Sheets for the student who are participating in the activity. 2. Invite someone from industry to visit your classroom to discuss the increased use of automation in his business. Have him talk about computers, machination, etc. Ask the speaker to concentrate on how automation has affected various jobs. 3. Before the speaker comes, give students some background about automation and how it affects individual jobs. 4. Assign them to read appropriate reference material from current periodicals and in writing summarize three major points about automation and its effect upon individual jobs. Have the students use the Readers' Guide if library work is done. 5. Divide students into groups of five, and then assign the Student Activity Sheet. 6. Allow time for student reports after group discussions.	
MATERIALS: Student Activity Sheet (master included) Periodicals			
EVALUATION: The student will be able to discuss the effects of automation on jobs in an industry, and summarize materials on this subject to the satisfaction of the teacher.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the needs of the class.			

114

115

Skills:

316-850
316-852
316-875
316-876
316-878
316-881

116

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

117

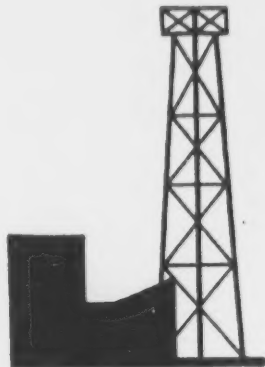
To the student:

1. You will be working in groups of five. Your purpose is to effectively discuss "Why it is important for workers to adapt and sometimes retrain in new skills." When your teacher has divided the class into groups, choose a chairman. The chairman is responsible for what happens in the group, recording the major ideas and reporting them to the whole class.
2. Before you begin your discussion, review the following guidelines. Following these will greatly improve your discussion.

Discussion Guidelines

- a. Stay on the subject.
 - b. Let others talk.
 - c. Participate yourself.
 - d. Look at the facts.
 - e. Consider all the possible solutions.
3. The chairman should indicate the ideas contributed by each person in the group and turn in the report of the discussion to the teacher.
 4. Put your paper with the material summarized from current periodicals in the place designated by your teacher.

The students will describe the importance of natural resources to a nation. (602) (V)

Secondary Social Studies TITLE: Natural Resources	TOPIC: Geography TIME SEGMENT: 1 class period	316-401 (602) D
INSTRUCTIONAL OBJECTIVE: The students will describe the importance of natural resources to a nation.	PROCEDURE: To the teacher: 1. Duplicate enough Student Activity Sheets for the class. 2. By comparing and contrasting the United States and Middle East countries, the students should be able to understand the tremendous significance of natural resources to a nation. 3. Establish a background by giving the students an example of how natural resources affect a country. You may wish to use Canada as an example and explain how resources have influenced Canada's development. 4. Direct students to the resource books and explain the activity to the students. 5. Assign the student pairs and tell each pair whom to work with for the second part of the assignment. 6. At the conclusion discuss the results with the students and have a representative of each pair share a portion of his information.	
MATERIALS: Student Activity Sheet (Master included) Resource books		
EVALUATION: The students will describe the natural resources of the United States and a Middle East country to the satisfaction of the teacher.		
ADAPTATIONS: The teacher should feel free to adapt this activity to the needs of the class. 122		 123

Skills:

316-825
316-826
316-850
316-852
316-875
316-877
316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC: Geography	Student Activity Sheet	316-401 (602)
TITLE: Natural Resources			D

To the student:

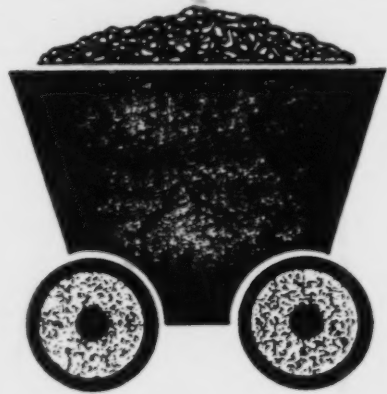
Work in pairs. Choose a Middle East country and one geographic section of the United States. (Far West, Northwest, California, Southwest, Midwest, Northeast, South)

1. Read your textbook and/or other resource books. Make a list of the natural resources in the Middle Eastern country and the section of America you have chosen.
2. List some reasons why the resources would be important to the nation.
3. How would employment be affected by the natural resources?
4. How would the standard of living be influenced by the natural resources?

Write answers to these questions.

5. Compare your information with that gathered by another pair of students. What's similar and dissimilar about your data? Discuss this and be prepared to report to your class.

The students will evaluate the significance of geographical location and natural resources to a nation's development. (603) (V)

Secondary Social Studies TITLE: <u>Natural Resources</u>	TOPIC: <u>Geography</u> TIME SEGMENT: <u>2 days</u>	316-402 (603) D
INSTRUCTIONAL OBJECTIVE: The students will evaluate the significance of geographical location and natural resources to a nation's development.	PROCEDURE: To the teacher: 1. Duplicate enough Student Activity Sheets for the class. 2. Have the students work in pairs. Assign each pair a country or geographical area. 3. Be sure the students have access to adequate information to do the activity. 4. Explain to students the connection between natural resources, geography, and economic development. 5. Structure the activity as needed to meet your purpose.	
MATERIALS: Student Activity Sheet (Master included) Resource books		
EVALUATION: The student will complete the activity to the satisfaction of the teacher.		
ADAPTATIONS: This could be put in a learning center.		131

Skills:

316-128
316-850
316-852
316-875

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

Follow your teacher's directions. Prepare a written report on a separate piece of paper.

1. Work with a partner on the country or geographic area which you've been assigned. Look at the country or area.
2. Based on what you can observe about the country, make some general comments about how the geography might have affected the nation's development.
3. Read some information about the country's growth. Explain how accurate you were.
4. Read about the country's natural resources.* Make a list of them.
5. Write down how you think the natural resources would influence the country's growth.
6. Based on information found in your research, comment on why or why not you'd like to live in that area. Include in your comments what aspects of your life would be different if you lived there.
7. When you have completed the activity, put your paper in the place designated by your teacher.

The students will measure the impact of topography and environment on the evolution of economic and political systems. (602) (V)

Secondary Social Studies

TITLE: Topography

TOPIC: Geography

TIME SEGMENT: 2 days

316-403 (602)

D

INSTRUCTIONAL OBJECTIVE:

The students will measure the impact of topography and environment on the evolution of economics and political systems.

MATERIALS:

Student Activity Sheet (Master included)
Resource books

EVALUATION:

The student will be able to draw some conclusions about how topography and environment influence economic and political systems to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the class.
2. Explain to the students what topography and environment are.
3. Using Utah as a model, discuss with the students how topography and environment affect economics and politics. Give a few major examples of current political and economic decisions that relate directly to topography and environment.
4. Explain to the students that they are to synthesize (take elements of something and put them together) the information they gather and draw some conclusions. Review the activity with them so they know how to do it properly.



Skills:

316-827
316-850
316-852
316-875
316-876
316-877
316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC: Geography	Student Activity Sheet	316-403 (602)
TITLE: Topography			D

To the student:

1. From class discussion, you should understand what topography and environment are.
2. This assignment will require you to draw conclusions based on what you've read. You'll have to decide what sections of the information you gather are pertinent to your task.
3. Definitions:
 Topography - science of making detailed descriptions of the surface features of a place or region
 Environment - all of the influences and things around a person. The environment affects people's activities and development.
4. Pick one country of the world in which you are interested. From a resource book or your textbook, find out the topography of that country (i.e. hills, valleys, mountains, streams, rivers, roads, etc.) Read about the topography of the country and how it affects the lifestyle, commerce, and international trade of the nation. Study specifically the availability of farmlands, ports, and natural resources. How does the topography affect the climate, life style? Make your comments very specific and draw conclusions on a separate piece of paper.
5. Read about the environment of the country. Study specifically factors which might influence the country's economy and politics. For example, other than topography, what factors determine the way people live in the country? How do heritage, lifestyles, and beliefs of the people in your country influence the political system and economy? You may have to study several sources to gather adequate information to draw some conclusions. Notice the geographic proximity of your country to other nations and consider how that influences politics and economics. Write down your conclusions.
6. After you have completed this activity, put your paper in the place designated by your teacher.

112 113

The students will outline the development of United States history and government from the Age of Discovery through Reconstruction. (103) (V)

Secondary Social Studies		TOPIC: History	316-501 (103)
TITLE: Colonial Government		TIME SEGMENT: 30-45 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will outline the development of United States history and government from the Age of Discovery through Reconstruction.		PROCEDURE: To the teacher: 1. This activity must come as the culmination of extensive readings and classroom discussions. Students need a substantial background in the wide range of years covered by this activity. 2. Duplicate the Student Information Sheets for those participating. 3. Provide time for students to complete the activity.	
MATERIALS: Student Information Sheets, Pages 1, 2 Student Activity Sheets (Masters included) Textbooks			
EVALUATION: Successful completion of the activity set forth on the Student Activity Sheet will indicate student's ability to outline the development of United States government through the Colonial period.			
ADAPTATIONS: Activity could be adapted to an individual or group board assignment.			
116		117	

Skills:

316-850

316-875

316-879

316-880

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Colonial Government	TOPIC: History	Student Information Sheet Page 1	316-501 (103) D
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To the student:

Some of the colonies established on American soil began as private, money making ventures. Stockholders invested money in the companies with expectations of making a profit. The new settlers would agree, prior to their departure from England, that they would work for a given number of years for the company. Each of these companies had a charter. The charter provided for a Council appointed by the King, which would preserve order and regulate trade. The charter also stipulated that the Church of England would be the only religion allowed in that colony and guaranteed Colonists the rights and privileges of people living in England.

These rights, which included (1) the right to a speedy hearing after arrest, (2) trial by jury, and (3) the right of the accused to confront his accuser, had been gained by Englishmen after long and difficult struggles, and the colonists wanted to be sure the hard-gained ground would not be lost.

Some of the other colonies in the new world, were Crown Colonies. In this case, the King appointed a Governor who would rule the colony according to Royal orders. Virginia was the first Royal Colony in North America and furnished the pattern that would be used in later colonies of the same type.

The governing body was made up of two houses. The Governor chose the members of the council, or upper house. The assembly, or the lower house, was elected by the freemen of the colony.

The Pilgrims who landed at Plymouth Rock in 1640, originally intended to land in Virginia territory. However, when they finally reached land (far to the north of Virginia,) the company decided to stay. They were not under the authority of Virginia's charter, so the Mayflower Compact was drawn up and signed by all freemen aboard the ship. In the Compact, the members promised to set up their own government and to bow to the will of the majority. This agreement remained in force in Plymouth Colony for forty years. (It should be noted that the Mayflower Compact stated the basic idea of American Democracy, i.e. the government derives its authority from the people.)

The Massachusetts Bay Colony, which was founded a few years later, was formed by a group of Puritans who were trying to escape the severe persecution of the reign of Charles I in England. The Puritans as you may remember, were convinced that the Church of England was in error and were trying to "purify" the church from within.

Secondary Social Studies	TOPIC:	Student Information Sheet	316-501 (103)
TITLE: Colonial Government	History	Page 2	D

In the Massachusetts Bay charter, the stockholders would make up the governing body, called the "General Court", or assembly. Each year the assembly was supposed to elect a governor, a deputy governor and a council. The "General Court" had the power to make laws for the colony as long as there laws did not conflict with the laws of England.

Many Puritan leaders were influential and well-to-do. These people did not like the idea of having to work for the stockholders for years after they reached the New World. To avoid this dependance, they bought up all the company's stock and then took the company's charter with them to America. By this action, the Puritan leaders changed an English trading company charter into the constitution of a state that was, for all intents and purposes, self governing.

As the Colonies grew, the people recognized Parliament's right to regulate their external affairs. However, in the beginning, Parliament did not show much interest in their internal affairs. For this reason, the colonists developed the habit of self government and when the King, and Parliament finally tried to regulate life within the colonies, people protested givorously.

Those who came to the New World seemed to be a fiercely independent breed. Dispite their common origins and language, the individual colonies had no wish to unite for purposes other than defense. While hostile Indians were a concern, the Colonies of Massachusetts Bay, Plymouth, Connecticut, and New Haven, combined to form the New England Confederation. The Confederation was a loosely organized body that met occasionally to discuss common problems. The organization was disbanded, however, when the Indians were no longer a threat.

It is interesting to recognize that several features of colonial government have continued to the present time. Among these features are

1. A written constitution
2. A two house legislature
3. The veto power of the governor
4. The control of disbursement of monies rests in the hands of the peoples' representatives
5. A free press

Secondary Social Studies	TOPIC:	316-501 (103)
TITLE: Colonial Government	History	Student Activity Sheet
		D

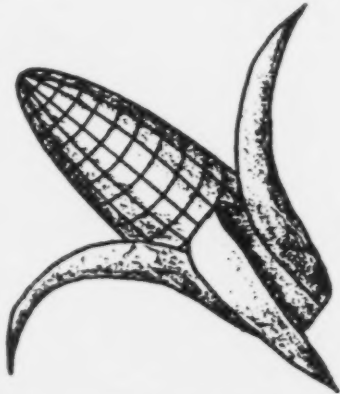
To the student:

1. Read the Student Information Sheets.
2. Using information from Student Information Sheets, outline the development of colonial government in North America from Jamestown till the New England Confederation.
3. When you have finished, put your paper in the place designated by your teacher.

151

155

The students will identify several natural resources found in the United States. (102) (V)

Secondary Social Studies		TOPIC: History	316-502 (102)
TITLE: Land of Plenty		TIME SEGMENT: 30 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will identify several natural resources found in the United States.		PROCEDURE: To the teacher: - After establishing a background in the natural resources of the United States through discussion and reading, the student may then read the information sheet and do the map activity. - The teacher should have enough copies of these sheets duplicated for the class.	
MATERIALS: Student Information Sheet Student Activity Sheet (Masters included) U.S. Resources Map Student Work Map			
EVALUATION: By successful completion of the Student Work Map, students will demonstrate their ability to identify several natural resources found in the United States.			
ADAPTATIONS: This activity could be adapted to be a group project with an enlarged map blank put on bulletin board or drawn on chalk board, and filled in by members of the class.			

Skills:

316-878

160

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

161

Student Information Sheet

One important factor in the transition of the United States from a combination of 13 different colonies to an important world power is its abundant supply of natural resources. Almost, if not all of the minerals and materials necessary for sustenance and growth are available in at least one of the fifty states.

One important natural resource belonging to the country is sometimes overlooked or ignored. The temperate and invigorating climate of most of the states is a very real asset. Had most of the land been uncommonly hot or cold, the history of the United States could have been quite different.

A second significant resource is America's abundant water supply. Rivers not only provide water for people, livestock and crops, but they aid in the transportation of products both between states and to foreign ports. In addition, the hydroelectric power produced by the rivers supplies energy for home and industry.

The acres of rich farm land and timber provide an ample food supply and the raw materials for building, paper products and fuel.

Below the ground, other important resources are found. Huge deposits of coal, so essential because the store of petroleum products seems to be giving out, are found in the Appalachian states and in Utah and Wyoming. Iron, copper, zinc, all necessary for industry, are also present in large quantities. Uranium and other elements necessary for the development of nuclear power are found in amounts sufficient to allow the U.S. to be self sufficient in these areas also.

Even oil and petroleum and natural gas are found in several parts of the country, and improvements in extraction processes are making the harvesting of oil shale and "tight gas" economically feasible.

The United States is truly a land of plenty; and if its resources are used and conserved wisely, it is likely to remain so for many years to come.

Study the U.S. Resources map. Notice the kinds and locations of various natural resources in the United States.

Secondary Social Studies

TITLE: Land of Plenty

TOPIC: History

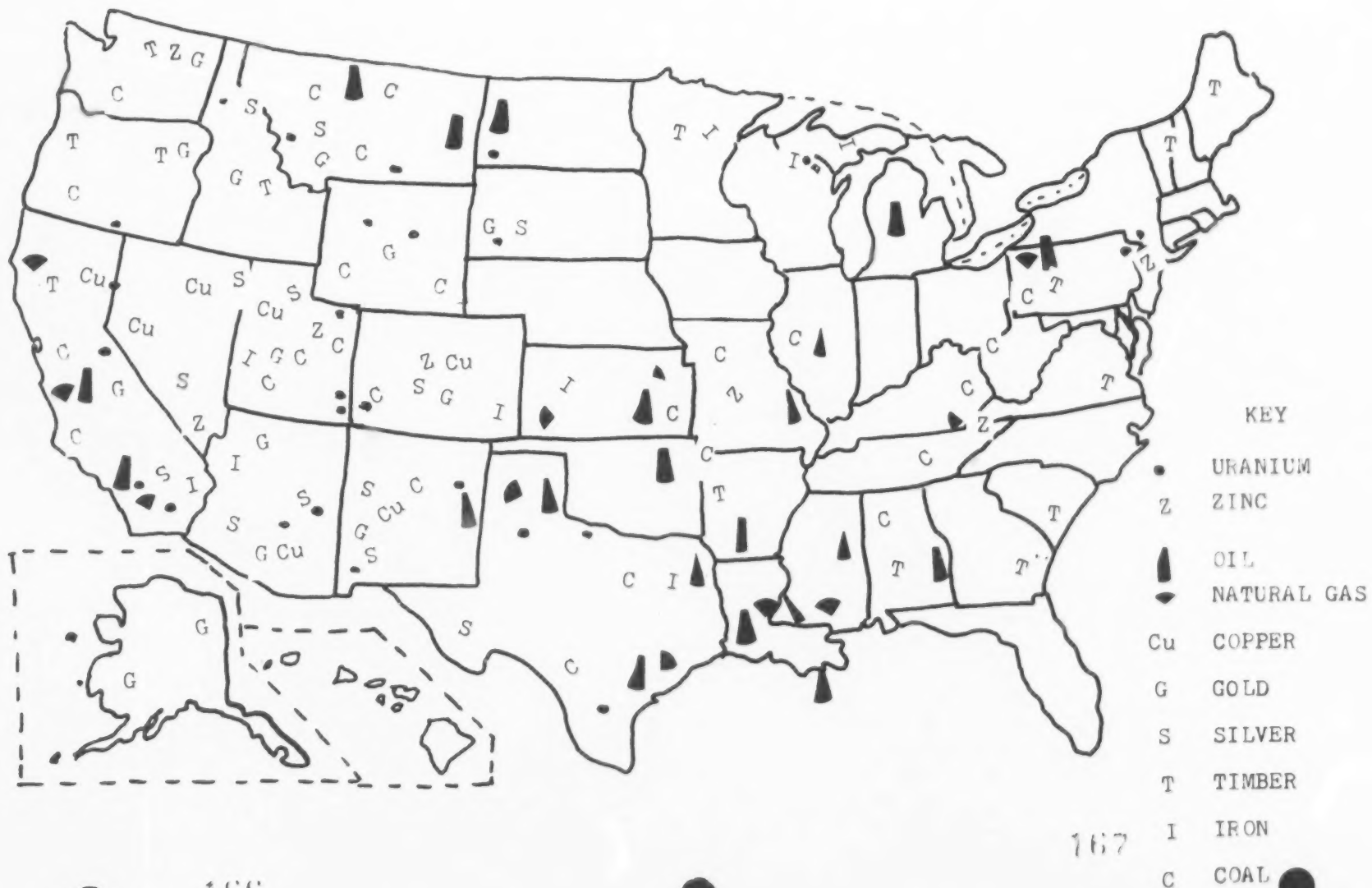
Student Activity Sheet

316-502 (102)

D

Student Activity Sheet
To the Student:

1. Read the Student Information Sheet.
2. Study the U.S. Resources Map.
3. On the Student Work Map:
 - a. Devise a key different from that of the U.S. Resources Map listing eight natural resources found in the United States.
 - b. Mark on the Student Work Map places in which these resources are found.
4. Put your completed paper in the place designated by your teacher.





The students will identify several major leaders of industry and labor and evaluate their contributions to the development of industry in the United States during the second half of the nineteenth century and into the twentieth century. (106) (V)

Secondary Social Studies

TITLE: Andrew Carnegie

TOPIC: History

35 minutes

316-503 (106)

D

INSTRUCTIONAL OBJECTIVE:

Students will identify several major leaders of industry and labor and evaluate their contributions to the development of industry in the U.S. during the second half of the nineteenth century and into the twentieth century.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

Completion of this activity will demonstrate students' ability to identify a major industrial leader of the 19th century and take note of the contributions made by the leader.

ADAPTATIONS:

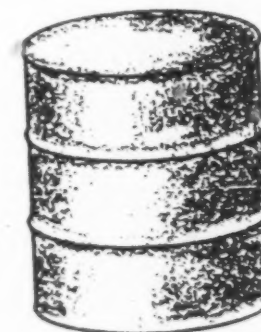
Teacher may adapt this activity to fit the needs of the class.

172

PROCEDURE:

To the teacher:

1. A study of labor and industry in the United States should precede this activity. A background should be established through readings in textbooks, other resources, and through classroom discussions.
2. Duplicate enough Student Information Sheets and Student Activity Sheets for your class.
3. Provide time for students to share their activities with one another.



173

Skills:

316-850

316-852

316-875

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Andrew Carnegie	TOPIC: History	Student Information Sheet	316-503 (106) D
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To the student:

Andrew Carnegie rose from abject poverty to become one of the wealthiest, most powerful men of his time. In accomplishing this feat, he helped to change the face of the country and to raise the standard of living of millions of Americans.

Andrew's father was a hand weaver in Scotland. When steam began to provide power for the weaving looms in the British Isles, Andrew's father sold all of his equipment and moved his family to America. The family, consisting of Andrew, his father, mother, and younger brother, settled in Pennsylvania. Andrew, who was thirteen at the time, found a job in a cotton factory. He earned \$1.20 a week. The work week was twelve hours a day, six days a week. When Andrew was 15, he became a messenger for the telegraph company and within two years had become an operator, receiving messages and sending them with a telegraph key.

Andrew then took a job as a railroad clerk. Through hard work and good fortune, he was a division manager on the Pennsylvania Railroad by the time he was twenty-four. Although he was earning less than \$500 a year, Andrew began investing part of his earnings. This small beginning gave him a base upon which he built a great empire.

In 1864, Andrew, who was already a wealthy man, decided to devote all his efforts to the iron business. He bought into companies that manufactured things made of iron. Andrew believed that steel would replace iron in importance. He bought coal mines and iron mines and other businesses that supplied materials that made steel. He built a huge steel mill in Pittsburgh and was soon turning out more steel than all of his competitors put together. He sold steel to the friends he had made in the railroad industry and then gave them secret discounts on the shipments. Since he controlled the products that made steel, he was able to produce at a lower cost than other manufacturers. Gradually he bought out his competitors. Soon he was producing forty percent of the steel made in this country.

Carnegie's contribution to industry and to the United States was remarkable. The need for iron and coal created new mining industries. His mills brought thousands of people from farm and rural areas. Cities grew larger as a result. In addition, the production of steel at a lower price meant that more people could afford products manufactured from steel. These products enabled people to raise their standard of living.

Carnegie retired in 1901. From then on, he spent his time disposing of his fortune of half a billion dollars. He believed that those who had accumulated great wealth had a responsibility to use the money for the public good. His reasoning was that he felt all who acquired wealth honestly had the public as partners. He helped hundreds of communities build libraries. He contributed liberally to colleges and universities providing educational opportunities for those who might otherwise have been unable to gain an education. He set up foundations to foster teaching, peace, medical research, and public health, thus improving the quality of life for millions, both in the United States and abroad.

Secondary Social Studies TITLE: Andrew Carnegie	TOPIC: History	Student Activity Sheet	316-503 (106) D
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To the student:

"The millionaires who are in active control started as poor boys and were trained in the sternest but most efficient school of all schools -- poverty."

Andrew Carnegie

Read the Student Information Sheet about Andrew Carnegie and then do the following activities.

1. Write a paragraph or two telling the things you think Andrew Carnegie may have learned from his boyhood school -- poverty, that could have helped him become an industrial giant.
2. List 15 labor-saving devices or conveniences using steel in their construction, that have become "necessities" to us and have raised our standard of living.
3. Put your paper in the place designated by your teacher.
4. Your teacher may want you to share your activities by discussing them in a small group or with the whole class.

The students will identify several inventions that changed the living standards of Americans. (102)

Secondary Social Studies

TITLE: Eli Whitney, the Father of Mass Production

TOPIC: History

TIME SEGMENT: 20 minutes

316-504 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify inventions that changed the living standards of Americans.

MATERIALS:

Student Information Sheets Pages 1-3

Student Activity Sheet

(Masters Included)

Answer Key

EVALUATION:

In completing the Student Activity Sheet students will demonstrate ability to name several inventions that changed the living standards of Americans.

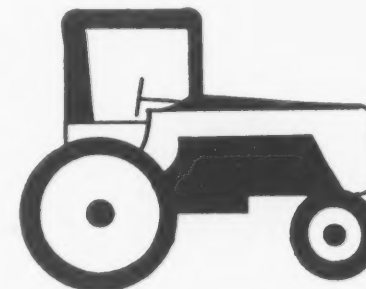
ADAPTATIONS:

Copy of Student Activity Sheet Word Search could be transferred to chalk board or large sheet of butcher paper and completed as a class exercise.

PROCEDURE:

To the teacher:

1. This activity requires requires no special background. It can be used in conjunction with a study of American industry.
2. Duplicate enough Student Information and Student Activity Sheets for your class.
3. Collect and evaluate the student's work.



Skills:
316-850
316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC:	Student Information Sheet	316-504 (102)
TITLE: Eli Whitney, the Father of Mass Production	History	Page 1	D

To the student:

Almost every high school student knows that Eli Whitney was the inventor of the cotton gin. Few people, students or adults, realize, however, that this same man is the father of mass production and the assembly line, two innovations that revolutionized manufacturing throughout the world.

Eli Whitney was born in 1765 about ten and a half years before the signing of the Declaration of Independence, in Westboro, Massachusetts. His home was on a farm where his father taught him to work hard. While he was still a young boy, Eli demonstrated unusual mechanical abilities. When he was only twelve he constructed a violin, making all the parts himself.

Eli was a teenager during the Revolutionary War, but he set up his own business producing hand made nails. After the war, times were very hard. The money he had saved from his nail business was not enough to pay for college, so he taught school for five years at a salary of \$7.00 a month, until he had enough to pay his expenses at Yale College.

When he graduated from Yale, at the age of 23, Eli accepted a teaching position in Georgia, where he planned to study law in his spare time. However, when he arrived in Georgia, he discovered that another man had taken the teaching job promised to him.

Fortunately, Mrs. Greene, the widow of the Revolutionary War General, Nathaniel Greene, invited Eli to be her house guest. In this way he was able to continue his study of law. However, the idea of staying in the Greene's house without paying bothered Eli. Again, his mechanical ability came to his rescue, because he was able to repair things that needed fixing around the house.

Georgia and other southern states were having problems during that time. England had developed more efficient spindles and weaving machines and the southern states were wondering how they could produce enough cotton to meet England's demands. Growing the cotton was no problem, but the short staple upland cotton that grew in those areas had sticky seeds. In order to use the cotton, the seeds had to be removed and the job of separating one pound of cotton from its seeds took a worker a whole day.

One evening, a group of Mrs. Greene's friends were talking about the cotton problem. Mrs. Greene had seen Eli's handiwork around the house and mentioned that she was sure the "Mr. Whitney" could make a machine that would clean the cotton.

In just a few weeks, Eli had built a machine that could clean fifty times more cotton in a day than could be processed by one worker. It is ironic that Eli Whitney, who was from the north, and who did not approve of slavery inadvertently promoted its expansion by increasing the amount of cotton a plantation could grow and process. While one might think that with the invention of the cotton gin (short for engine) Eli's fortune would be made, but such was not the case. He and Phineas Miller, Mrs. Greene's plantation manager opened a cotton gin factory in New Haven, Connecticut in 1784. However, the gin was such a simple piece of machinery that blacksmiths throughout the south began making them. Eli had applied for a patent, but there was much litigation and most of his money went to pay for the law suits. In addition, his machine was stolen and copied and his factory was burned.

The law suits went on for years and were finally decided in his favor, but Eli could not afford to sit around and wait for the results. Because of legal expenses, he was heavily in debt. In addition, his active mind had come up with a startling idea.

In 1798, the Secretary of the Treasury, in Washington D.C. received a letter which said, in part:

"I should like to undertake the manufacture of ten to fifteen thousand stand of arms. I am persuaded that machinery moved by water, adapted to this business would greatly diminish the labor and greatly facilitate the manufacture of this article."

Eli Whitney received a contract for ten thousand Eli Whitney muskets which he promised to deliver in just two years. Until this time, gunsmiths had made guns one at a time, Each piece of equipment had been made by hand and would fit only the gun for which it had been made. People said Eli could not possibly deliver all ten thousand muskets in the time provided.

When the two years were up, the government demanded to see the muskets. Eli traveled to Washington carrying boxes which contained the parts for ten muskets. He astounded representatives of the Department of Defense, when he emptied the boxes into separate piles and then asked a government representative to pick one part from each pile. Using the chosen parts, Eli assembled a musket. The spectators could not believe their eyes. Nothing of that sort had ever been done before.

Eli Whitney had spent the previous two years building the machinery that would produce standardized gun parts. He did this by making metal patterns or jigs, the use of which would enable a relatively

Secondary Social Studies**TITLE:** Eli Whitney, the Father of Mass Production**TOPIC:** History

Student Information Sheet

Page 3

316-504 (102)

D

unskilled worker to turn out parts that were identical. Now, instead of having one man build one gun from start to finish, one man would be responsible for making one part of the gun and another would have the responsibility of another. (This process, known as "division of labor" had not been used in the area of manufacturing until this time.) Since a part had to fit its jig exactly all parts using that jig were identical. Therefore the same part would fit all muskets.

The government representatives were eager to grant Eli the time needed for him to put all the parts together and thus fulfill his contract.

Whitney built a small arms factory near New Haven, Connecticut, (now called Whitneyville). He was the first man to make use of division of labor, mass production, and the assembly line, three systems which enable us today to produce anything from alarm clocks to jet planes quickly, inexpensively, (relatively),, and in large numbers.

Secondary Social Studies	TOPIC:	316-504 (102)
TITLE: Eli Whitney, the Father of Mass Production	History	Student Activity Sheet
		D

To the student: This word search contains over twenty things manufactured by mass production and assembly line methods that make our lives easier and thus raise our standard of living. The words run vertically, horizontally, and diagonally. See how many you can find.

W Z R T M V A C D X Q R M S T E O R C H F
N R E C I P R O C A T I N G E N G I N E M
V L M N E P A R L A W N M O W E R W I B E
H W A S H I N G M A C H I N E N I F B A C
I B Q U R E Y A R Q Q M P P B E G Z D T O
A E B O T E S C R M K K O D I C D H F Y L
R T V W X O L F B Y C M N P C B F I A P U
O Q E X G H M E S T U C D R Y S T E R E O
J K L P H O T O C O P I E R C E R E M W P
F R E E Z E R I B T U B U L L D O Z E R G
D E E P N O V C D I R J S T E V X O Q I Y
I F C H Q L S J O N L I R H U K T M U T P
S B L A R P I P E G N E C V E X D T I E H
H A O S M E F R C O G K N L W A J U P R D
W A T E L E V I S I O N V X I P R L M D Y
A T H U Z C R J E K R T O H S G A S E T I
S A E G G B E A T E R R N E E N H U N F G
H V S T P U J Q L M N A V V E S N T T X O
E B D F E L E C T R I C O R A Z O R V H Q
R A R Y T D P O W E R T O O L S I L I C O
P O Y E L L O D O U S O G N W P S D F Z A
B A E R H I F W A T E R H E A T E R Y V N
D I R G R O A P H L E S B Q J N V C K F X

automobile
bicycle
bulldozer
clothesdryer
dishwasher
egg beater
electric
electric lights
farm equipment
freezer
lawn mower
photo copier
pipe
plane
powertools
razor
reciprocating engine
shears
stereo
stove
television
tractor
typewriter
washing machine
water heater

W Z R T M V A C D X Q R M S T E O R C H F
 N (R E C I P R O C A T I N G E N G I N E) M
 V L M N E P A R (L A W N M O W E R) W I B E
 H (W A S H I N G M A C H I N E) N I F B A C
 I B Q U R E Y A R Q Q M P P B E G Z D T O
 A E B O T E S C R M K K O D I C D H F Y L
 R T V W X O L F B Y C M N P C B F I A P U
 O Q E X G H M E S T U C D R Y (S T E R E O)
 J K L (P H O T O C O P I E R) C E R E M W P
 (F R E E Z E R) I B T U B U L L D O Z E R G
 D E E P N O V C D I R J S T E V X O Q I Y
 I F C H Q L S J O N L I R H U K T M U T P
 S B L A R (P I P E) G N E C V E X D T I E H
 H A O S M E F R C O G K N L W A I U P R D
 W A (T E L E V I S I O N) V X I P R L M D Y
 A T H U Z C R J E K R T O H S G A S E T I
 S A (E G G B E A T E R) R N E E N H U N F G
 H V S T P U J Q L M N A V V E S N T T X O
 E B D F (E L E C T R I C) O R A Z O R V H Q
 R A R Y T D (P O W E R T O O L S) I L I C O
 P O Y E L L O D O U S O G N W P S D F Z A
 B A E R H I F (W A T E R H E A T E R) Y V N
 D I R G R O A P H L E S B Q J N V C K F X

The students will explain the attitudes of big business, labor, and government toward each other in Industrial Revolution of the 1870's and 1890's. (107) (V)

117

196

Secondary Social Studies

TITLE: The Industrial Revolution Brought Blights

TOPIC: History

TIME SEGMENT: 45 minutes

316-505 (107)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the attitudes of big business, labor, and government, toward each other in the Industrial Revolution of the 1870's and 1890's.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet
(Masters included)

EVALUATION:

Completion of the student activity will indicate students' ability to explain the attitude of labor toward big business during the 1870's - 1890's.

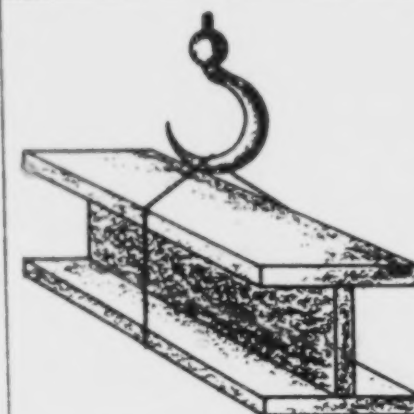
ADAPTATIONS:

This activity could be used effectively as a basis for a class discussion, or class chalkboard essays.

PROCEDURE:

To the teacher:

1. A good background in the Industrial Revolution is necessary for the student to complete this activity.
2. Assign readings in textbooks and other resources to help establish the needed background.
3. Duplicate enough Student Information and Student Activity Sheets for your class.



Skills:

316-850
316-852
316-875
316-878

2 0

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

2 1

To the student:

The Industrial Revolution of the 1870's and 1890's brought about many changes in the lives of the people. Previously, craftsmen had been respected members of the community. Their abilities were appreciated and they were well paid for their skills. With the dawn of mass production, these skills were no longer valued by the majority of the people. The same work could be done faster and cheaper by machines. Instead of one person constructing all the parts of a single item, several people made individual parts and others assembled these parts to make the finished product.

With mass production, industry grew rapidly in the large cities of the northern states. As factories grew in size, owners were no longer able to know each worker personally. Workers employed by a company for years never had the chance to meet the person for whom they worked. Performing the same task over and over, workers lost their sense of accomplishment and pride in their work.

Business men knew that the way to prosper was to keep expenses low and profits high. Since the size of their businesses often prevented contact with those who worked in their factories, businessmen began to think of these people as slightly less than human. In an effort to keep expenses low, a minimum of money was spent on conditions that would provide safe, sanitary, healthful, working atmospheres. The same desire for high profits motivated businessmen to insist on long working hours, sometimes as many as 11 to 15 per day, six days a week. Wages were low. Skilled labor could earn \$2.00 - \$2.50 per day, but unskilled labor could hope for \$1.50 and children were paid \$.50 for the same long day.

No worker had the security of knowing he would have a job for the next day. When business was slow employees wages could be cut or the people could be laid off. Some businesses set up communities for their workers. Workers were forced to rent houses owned by the company and purchase goods at the company store. Some businesses paid in scrip rather than money. This scrip entitled workers to buy a certain amount at the company owned stores, but prices were set by the company. Workers were almost always in debt to the company. If people complained or tried to bring about improved working conditions they usually lost their jobs.

Companies had no worry about finding someone to fill the openings. During these years, thousands of immigrants were coming into the U.S. every year. The immigrants were grateful to work for the low wages and poor conditions other workers were trying to improve. As a result, there were never enough jobs to go around.

Secondary Social Studies**TITLE:** The Industrial Revolution Brought Blights**TOPIC:**

History

Student Information Sheet

Page 2

316-505 (107)

D

Most of the American people were not aware of the terrible conditions among factory workers and other people in the labor force. Many Americans believed that if people worked hard enough and long enough, they would be successful. The phenomena had worked often enough to provide a basis for this belief. Those Americans who were caught in the vicious circle of exhaustion, malnutrition, and debt were too busy trying to stay alive to do much about improving their conditions. It took some courageous crusaders to break out of the circle and begin to educate the public as to the prevailing conditions before the needed reforms could be initiated.

These immigrants usually stayed where they landed, living in crowded tenements that quickly became slums.

Secondary Social Studies

TITLE: The Industrial Revolution Brought Blights

TOPIC: History

Student Activity Sheet

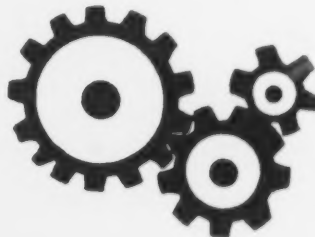
316-505 (107)

D

To the student: Answer the following questions on a separate piece of paper. Be sure to write complete sentences.

1. Name one thing that contributed to the availability of a large supply of inexpensive labor.
2. What were two factors that caused the separation of business men from their workers?
3. Some people have called the system whereby workers had to live in "company" housing and shop at the "company store" a form of slavery. Explain why you think the system received this reputation.
4. Why do you think those who immigrated to the U.S. stayed in the crowded Eastern cities instead of moving west where there were more opportunities?
5. If you had been a worker in a typical factory of the 1890's how would you have felt about the man who owned the factory?

The students will discuss the changes in the life styles of people as a result of the Industrial Revolution of the 1870's - 1890's. (410) (V)

Secondary Social Studies		TOPIC: History	316-506 (410)
TITLE: Effects of the Industrial Revolution		TIME SEGMENT: 30 minutes	D
INSTRUCTIONAL OBJECTIVE: Students will discuss the changes in the life-styles of people as a result of the Industrial Revolution of the 1870's-1890's.		PROCEDURE: To the teacher: 1. This activity can be done after a study of the Industrial Revolution. A background should already have been established through readings and class discussion. 2. Duplicate enough Student Information Sheets and Student Activity Sheet for the students participating.	
MATERIALS: Student Information Sheets Pages 1,2 Student Activity Sheet (Masters Included)			
EVALUATION: Completion of the Student Activity Sheet to the satisfaction of the teacher will indicate the student's ability to discuss the changes in the life-styles of people as a result of the Industrial Revolution.			
ADAPTATIONS: The teacher may adapt this activity to the needs of the class.			
2/11		2/1	

Skills:

316-850

316-852

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Effects of the Industrial Revolution	TOPIC: History	Student Information Sheet Page 1	316-506 (410) D
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To present an idea of some of the changes that occurred in the life style of Americans as a result of the Industrial Revolution of the 1870's - 1890's, we will consider a hypothetical family living on a farm in the midwest during the mid-1800's. The family is subsistence farmers. That is, they raise enough food for them and their livestock. They, perhaps, have a money crop which provides sufficient income to enable them to buy the things they cannot make for themselves. However, their needs are relatively simple. They eat what they produce. Chickens provide eggs and poultry, cows provide milk, butter and cheese, as well as beef. A pig or two supplies ham, bacon, and sausage and shortening. Sheep provide wool, meat, and fat from which soap is made. Most of their clothing is made by hand, either by the family or by someone in the community who has tailoring skills. Things that cannot be produced are purchased in the general store or by mail order.

Although there are several families in the vicinity, each is more or less self sufficient. However, they get together to help each other raise barns or houses, and to celebrate weddings, funerals, and christenings. News of national events comes from an occasional newspaper, correspondence, or travelers passing through the area. Farming procedures are pretty much the same as they had been for centuries, although there are some who talk of the McCormick reaper that can harvest a bushel of wheat in 10 minutes rather than the three hours that is required by hand.

One day a traveler arrives in the community with tales of fantastic wages being paid in the factories of a distant city. The farmer, tired of the dawn to dusk labor of the farm and lured by the promise of high wages and easier work, sells his farm and moves his family to the city.

While the city itself had been of modest size a few years before, it was now a large, still-growing metropolis. Because of the expansion of the railroad system, the whole land has become a huge trade area. Raw materials from all over are transported to the city where processing plants and factories turn them into finished products. Many things that had been produced at home are now available in stores. With the invention of the sewing machine, clothes can be purchased at low prices. There is neither the space nor the time to grow food, but the rapid transportation provided by trains, enable the family to buy food that has been grown in various parts of the country regardless of the season. Meat packing and refrigerated railroad cars bring fresh meat to the city. Instead of having to

Secondary Social Studies	TOPIC:	Student Information Sheet	316-506 (410)
TITLE: Effects of the Industrial Revolution	History	Page 2	D

slaughter, dress, and cure their own meats, the family has only to go to the market and select the items they desire.

Heating their home is simpler. While on the farm, the family had hauled, cut and split wood for the stoves. Now their house is heated by oil or natural gas.

Regular hours at the factory and less time-consuming tasks at home allow the family to have more leisure time. Whereas kerosene had been the sole means of lighting their farm hours, now the electric light bulb provides a better quality of light. In addition, the invention of linotype and the improvement of printing techniques has lowered the price of newspapers and books. These factors combined to provide reading as an evening pastime.

During the years from 1869 to 1901, the national income quadrupled. This prosperity touched our family, also. Their higher income and extra time allowed them to travel a bit. Instead of traveling by wagon or horse and buggy there were horse drawn and electric trollies in the cities and the railroad to distant places. Onetime they returned to their old farming community for a visit. Correspondance with their old friends had not prepared them for the changes there. The small subsistence farms were gone. Large stretches of land were farmed by a relatively small number of workers. Machinery capable of doing the work of a hundred men prepared, planted and cultivated the soil and harvested the crop. Even the rural areas had become mechanized. The added demand for food for the expanding cities, plus the decrease in the number of farmers had caused a rural revolution. Farms consisting of thousands of areas stretched to the horizons. Even in these heretofore isolated areas, the Industrial Revolution had arrived and the United States, for better or worse, would never be the same.

Secondary Social Studies

TITLE: Effects of the Industrial Revolution

TOPIC:

History

Student Activity Sheet

316-506 (410)

D

To the student:

1. Read the Student Information Sheets.
2. Put your completed worksheet in the place designated by your teacher.
3. On the chart below, describe the topics on the left hand column as they existed before and after the Industrial Revolution.

	Prior to the Industrial Revolution	Following the Industrial Revolution
Fuel		
Clothing		
Work day		
Means of illumination		
Food		
Proximity to neighbors		
Transportation		
Size of farms		
Type of farms		
Transportation		

2.8

2.9

The students will list the many different groups of people who migrated to the United States during the early 1900's indicating their origin. (102) (I)

Secondary Social Studies

TOPIC: History

TIME SEGMENT: 30 -45 minutes

D

TITLE: A Nation of Immigrants

INSTRUCTIONAL OBJECTIVE:

The students will list the many different groups of people who migrated to the United States during the early 1900's indicating their origin.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet
Crossword Puzzle
Answer key
(Masters Included)

EVALUATION:

By successful completion of the student worksheet, students will demonstrate their ability to name the origin of the different groups of people who migrated to the United States during the early 1900's.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. The students should establish a background for this activity through readings in textbooks and other available resources and through classroom discussions.
2. Duplicate enough Student Activity Sheets for the students participating.



Skills:

316-850

214

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

215

Secondary Social Studies TITLE: America: A Nation of Immigrants	TOPIC: History	Student Information Sheet Page 1	316-507 (102) D
--	-------------------	-------------------------------------	--------------------

To the student:

Immigration has always played an important part in building the population of the United States. The original thirteen colonies were settled at first by those who had emigrated from England. Throughout its history, the United States has received millions of people who have left their native lands to find new homes.

Some people, such as the English in the 1600's came to find religious freedom. Some, like those who left Ireland during the potato famine of the late 1840's came to avoid poverty and starvation. Still others, such as the Chinese of the 1860's came because they knew they could find work helping to build the transcontinental railroad.

During times when the economics of countries are depressed, people look to other places for opportunities. The industrial revolution in the United States attracted many who were looking for a better quality of life. The people streaming into the country during the years between 1820 and 1870 made up the first great wave of immigration. The second wave of heavy immigration came between 1870 and 1890. The Civil War had ended, but industry and farming were on the increase. Businesses in the United States advertized for European workers and thousands came to claim the offered jobs. The majority of these immigrants were from Germany and Great Britain, but some came from Scandinavia (Denmark, Sweden, Norway and Finland), Italy and Poland came too. Many of the Scandinavians settled on farms in the midwest, while the Poles and Italians chose the factories in the large cities of New York, New Jersey and Illinois.

1890 to 1930 saw the largest influx of immigrants into the United States. Between 1901 and 1909, nine million aliens came to find new lives in the United States. Austria-Hungary, which was having problems because of overpopulation and political unrest, provided a large group of new Americans. To escape the violence of the Revolution, people left Russia and the Ukraine by the thousands. Italian farmers, tired of trying to survive on worn out land left their homeland. Portuguese, Greeks, Syrians in fairly large numbers came at about the same time (1900 to 1914). Jews, in numbers bordering two million left Russia and the Eastern European countries to escape the pogroms and other persecution. Thousands of Chinese had flooded into the country during the 1840's. Some people became alarmed when high numbers of Chinese continued to find their way to the United States. As a result, immigration from China was halted in 1882. In 1902, Japanese immigration was discontinued by "gentlemen's agreement", also. After World War II, these and many other restrictions regulating immigration were removed. Immigration from China and Japan were resumed and Filipinos and

Secondary Social Studies	TOPIC:	Student Information Sheet	316-507 (102)
TITLE: America: A Nation of Immigrants	History	Page 2	D

Koreans arrived also. In addition, refugees and displaced persons from all over Europe found new beginnings in the United States. Cubans, fleeing Castro's regime arrived in the 1950's and another large group came during 1980. The 1970's saw a decrease in the immigration of Europeans except for Russian and Romanians. People from Mexico and the West Indies helped take up the slack. In recent years, refugees from Viet Nam and Laos and other near eastern people have been absorbed into the U.S. melting pot.

For many years, the government imposed the national origins quota system in an effort to limit the entry of some peoples that were considered less desirable than other races.

This quota system was discontinued after the second World War. Today, the system for controlling immigration is much less complicated. No more than 170,000 from the Eastern Hemisphere and no more than 120,000 from the Western Hemisphere can enter the United States in one year. An additional constraint states that no more than 20,000 people from any one country can enter. However, even these limits may be stretched. The restriction of the numbers of Cubans allowed to enter the United States was temporarily lifted in 1980 when Castro allowed several thousand people to leave Cuba. Also, husbands, wives and children of United States citizens are not included as part of the quota.

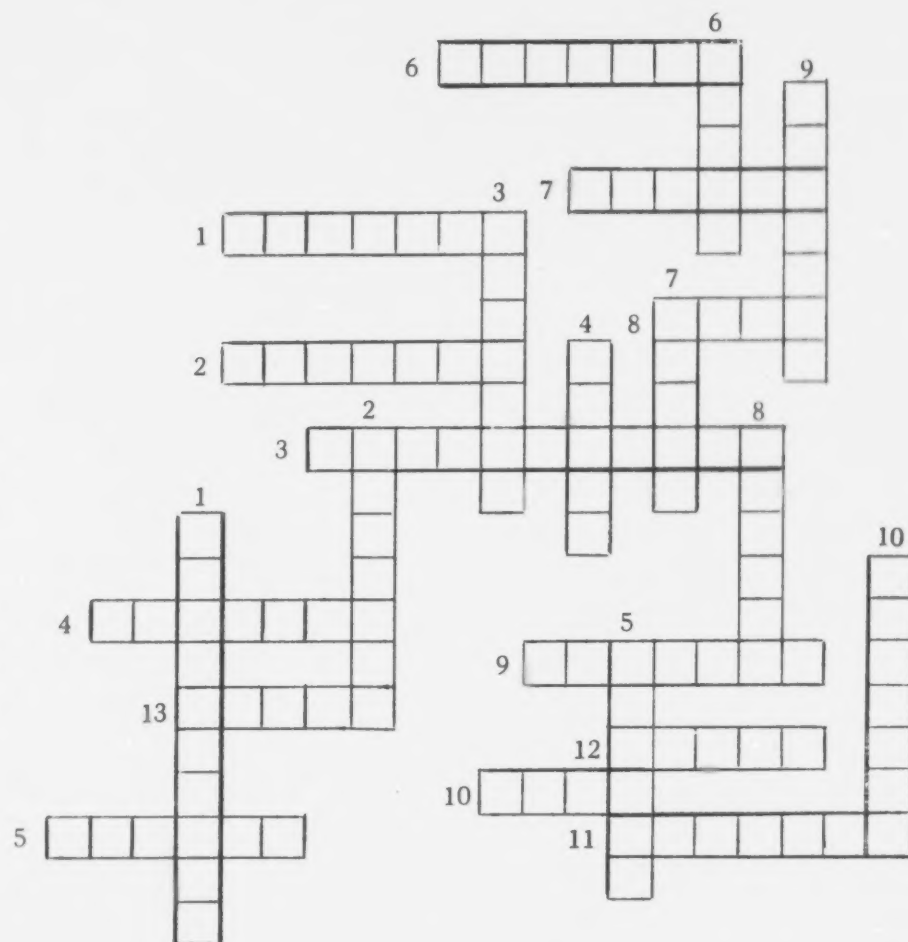
To the student: Use the clues below to complete the crossword puzzle.

Across:

1. Country to which people from all nations have come.
2. Birthplace of native Ukrainians.
3. Home of Filipinos.
4. Country from which immigrant Austrians migrated.
5. Former home of Mexican immigrants.
6. Scandinavian country inhabited by Danes.
7. Southern European home for people of Greek extraction.
8. Country from which thousands of people fled to escape the oppression of the Castro regime.
9. The German people who came to the United States in the 1900's had previously called this country home.
10. Country from which the Laotian refugees of the 1980's came.
11. The Irish left this country during the potato famine.
12. During the 1920's and early 1930's Syrians left their native _____ for the United States.
13. People of Italian descent originate from this country.

Down:

1. Island group south of Florida from which have come many people since the mid 1900's.
2. Hungarians left this country because of overpopulation and internal strife.
3. Thousands of Armenians left this country to come to America, thus avoiding oppression and murder.
4. In 1924, the immigration of Japanese from this country was halted by gentlemen's agreement.
5. Jews and Russians left their country, called _____ during the revolution.
6. After the Korean war, many Koreans left their country called _____.
7. Most of the Orientals who worked on the Transcontinental Railroad came from _____.
8. Another Scandinavian country that begins with the letter S.
9. The war in _____ brought many Vietnamese to the United States shores.
10. The English who came to the United States were immigrants from _____.



Secondary Social Studies

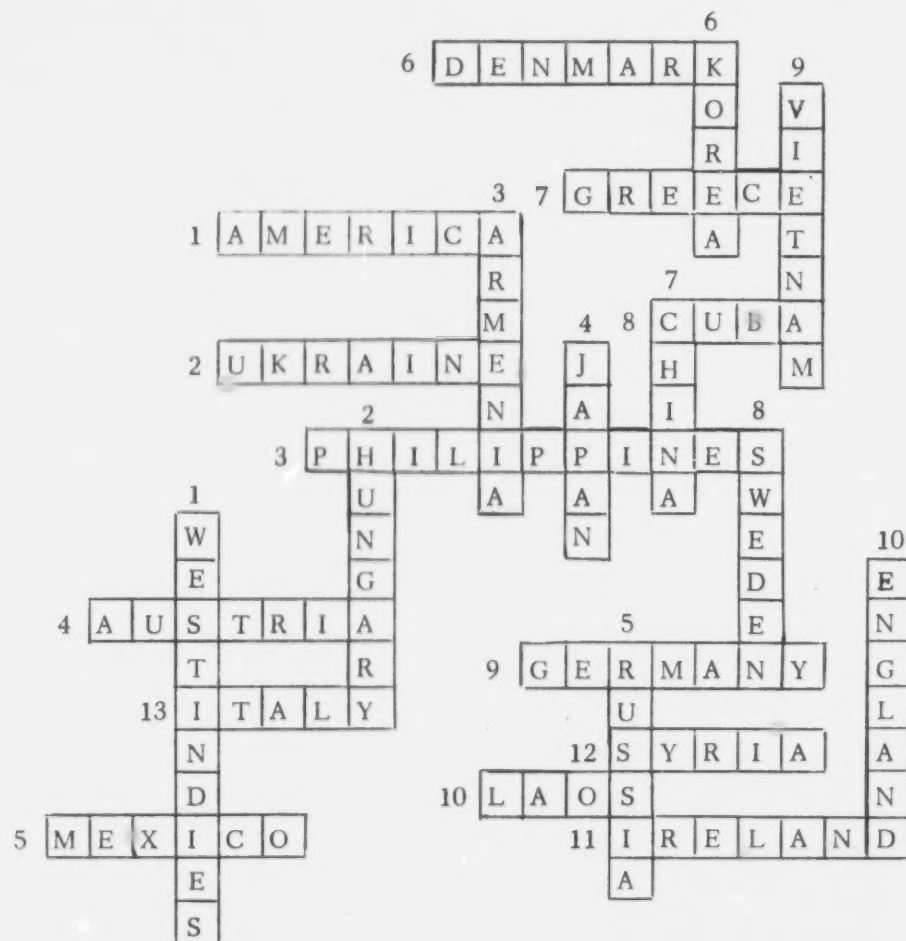
TITLE: America: A Nation of Immigrants

TOPIC: History

Answer Key

316-507 (102)

D



The students will identify the unique contributions of the various ethnic, cultural, and religious minorities of American society. (410) (I, V)

237

236

Secondary Social Studies TITLE: The American Indians' Contributions		TOPIC: History TIME SEGMENT: 35 minutes	316-508 (410) D
INSTRUCTIONAL OBJECTIVE: The students will identify the unique contribution of the various ethnic, cultural, and religious minorities of American Society.	PROCEDURE: To the teacher: 1. The students should establish a background for this activity through readings in textbooks and other available resources and through classroom discussions. 2. Duplicate enough Student Activity Sheets for the students involved.		
MATERIALS: Student Information Sheets Pages 1,2 Student Activity Sheet (Masters included)			
EVALUATION: Students' finished worksheet will indicate their ability to identify the unique contributions of a minority of American society.			
ADAPTATIONS: This activity may be adapted to a board activity or a class discussion.			

Skills:

316-850

316-852

316-875

316-878

210

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

211

Secondary Social Studies TITLE: The American Indians' Contributions	TOPIC: History	Student Information Sheet Page 1	316-508 (410) D
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To the student:

In the United States, it is ironic that the minority group which has been a major contributor to world civilization is the group that was here when the first explorers and immigrants came to the North American continent. Nevertheless, the American Indian is directly or indirectly responsible for many changes in the history of the world.

Perhaps the most significant contribution of the American Indian is that of cultivated plants. The Indians practiced domestication and selective breeding of native plants for generations prior to the coming of Columbus. Had the American continent been uninhabited at the time of its discovery, the potential of these plants would probably never been realized. Corn, a native American product, is second only to wheat in world-wide cultivation. Potatoes, kidney and lima beans, peanuts, tobacco, tomatos, squash, and avacados all owe their origins to the genius of the American Indian.

Tobacco was used in all its forms (snuff, chewing, cigaretette, cigar, and pipe) and was cultivated by the Indians. The effectiveness of such medicines as witch hazel and digitalis and cocaine was recognized by American Indians and passed on to explorers and settlers who came to American shores.

The native Americans were responsible, also for the domestication of the guinea pig, the turkey, and the stingless bee.

Many of the highways and freeways that cross the continent are there because of Indians. The Indians had observed that animals always took the most direct route to water and had followed these trails when they wanted to travel from one place to another. White men followed Indian trails when they began to explore and settle the frontier. When it came time to build permanent roads across the country, it was only common sense to use these tried and true routes. Thorofares such as the Lincoln Highway and much of the interstate system owe their locations to the wisdom and ingenuity of the American Indians.

The outdoor skills of tracking, trapping, fire building and living off the land, which are part of the Scouting program and of the military survival techniques, lean heavily on crafts and techniques practiced by Indians for centuries.

Secondary Social Studies TITLE: The American Indians' Contributions	TOPIC: History	Student Information Sheet Page 2	316-508 (410) D
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Even the process of quick freezing foods can be traced to Indian origins. For centuries, Eskimos have practiced the art of food preservation by freezing. Arctic explorers and fur trappers brought back word of this method, but Clarence Birdseye observed the practice first hand while on a trip to Labrador. He was the first person to attempt to employ the quick freeze process for commercial purposes. Now frozen foods are available to a large segment of the world population.

Non-material contributions by American Indians are considerable also. American authors such as James Fenimore Cooper, Henry Wadsworth Longfellow, and Washington Irving recognized the worth of this people and portrayed Indians as central figures in their writings.

Indian words have become part of and thus have enriched the English language. The list of Indian words contributed to English is long. In addition to the names of tribes and nations, such as Illinois, Dakota, Cherokee and Iowa, and impliments used by Indians, i. e. tomahawk, wikiup, tepee, and moccasin, the following list of every-day words comes directly from American Indians:

- squash
- tobacco
- hammock
- skunk
- raccoon
- possum
- canoe
- powwow
- pinto

Secondary Social Studies

TITLE: The American Indians' Contributions

TOPIC: History

Student Activity Sheet

316-508 (410)

D

To the student: Under the appropriate headings, list the contributions made by the American Indians.
When you finish the activity, put your paper in the place designated by your teacher.

FOOD	CLOTHING	MEDICINE	SKILLS	ARCHITECTURE/ ENGINEERING	LANGUAGE
216					217

The students will identify several minority or ethnic groups in their community and describe problems which they encounter. (312) (V,I)

Secondary Social Studies TITLE: Minority Groups		TOPIC: History TIME SEGMENT: 40 minutes	316-509 (312) D
INSTRUCTIONAL OBJECTIVE The students will identify several minority or ethnic groups in their community and describe problems which they encounter.		PROCEDURE: To the teacher: 1. This activity should be incorporated into a study of minority groups and the problems which they encounter. 2. The teacher may wish to invite a representative of a local minority group to speak to the class about local problems. 3. Assign students to read the Student Information Sheet and do the Student Activity Sheet.	
MATERIALS: Student Information Sheet Student Activity Sheet (Masters included)			
EVALUATION: Students will identify in writing at least three minority or ethnic groups in their community and describe problems which they encounter.			
ADAPTATIONS: This activity could be used as the topic of a class discussion or debate.			
250		251	

Skills:

316-828
316-850
316-853
316-878
316-881

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Minority Groups	TOPIC: History	Student Information Sheet	316-509 (312) D
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Even the smallest community has minority groups of one kind or another. Minorities can differ by reason of their race, religion, or ethnicity. The culture of our communities is enriched by the presence of these minority groups. Each minority has made significant contributions to our society through their art, music, and literature. Many minority people have gained positions of leadership in business, and education and have attained prominence in athletics and the arts.

Many problems still remain for members of minority groups in our communities. Most ethnic or minority groups feel alienated from many aspects of community life. Minorities are often faced with discrimination problems in employment, housing, and education. This discrimination often arises because of a lack of understanding of other cultures. People often think in terms of unfair stereotyping of minority people. People seem to fear those who they think are different from themselves. When people try to get acquainted with their neighbors, they usually find that members of the human race, regardless of skin color or religion, are far more alike than they are different.

Secondary Social Studies TITLE: Minority Groups	TOPIC: History	Student Activity Sheet	316-509 (312) D
To the student: 1. On your paper make a list of the minority groups you can think of in your own community. Then list some problems these minorities face. 2. What are some of the things you can do that will result in better understanding between a local minority group and the rest of your community. Be specific. Explain why you think the actions will bring about better understanding.			

256

257

The students will identify their own family origins and when their ancestors migrated to the United States. (102)
(P) (V)

259

258

Secondary Social Studies

TITLE: Are There Lemons on Your Family Tree?

TOPIC: History

TIME SEGMENT: 1 week

316-510 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify their own family origins and when their ancestors migrated to the United States.

MATERIALS:

Student Activity Sheets Pages 1,2
(Masters included)

EVALUATION:

Student's finished family tree will indicate their ability to identify their origins and approximate time of migration to this country.

ADAPTATIONS:

Activity could be adapted to a class project.

PROCEDURE:

To the teacher:

1. The students should establish a background for this activity through readings in textbooks and other available resources and through classroom discussion.
2. Duplicate enough Student Activity Sheets for the students participating.



Skills:

316-875
316-878
316-880
316-881

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC:	Student Activity Sheet	316-510 (102)
TITLE: Are There Lemons on Your Family Tree?	History	Page 1	D

To the student: Read the information below.

Complete the Family Tree form using as resource your parents, grandparents, or other relative or friends who could supply the needed information.

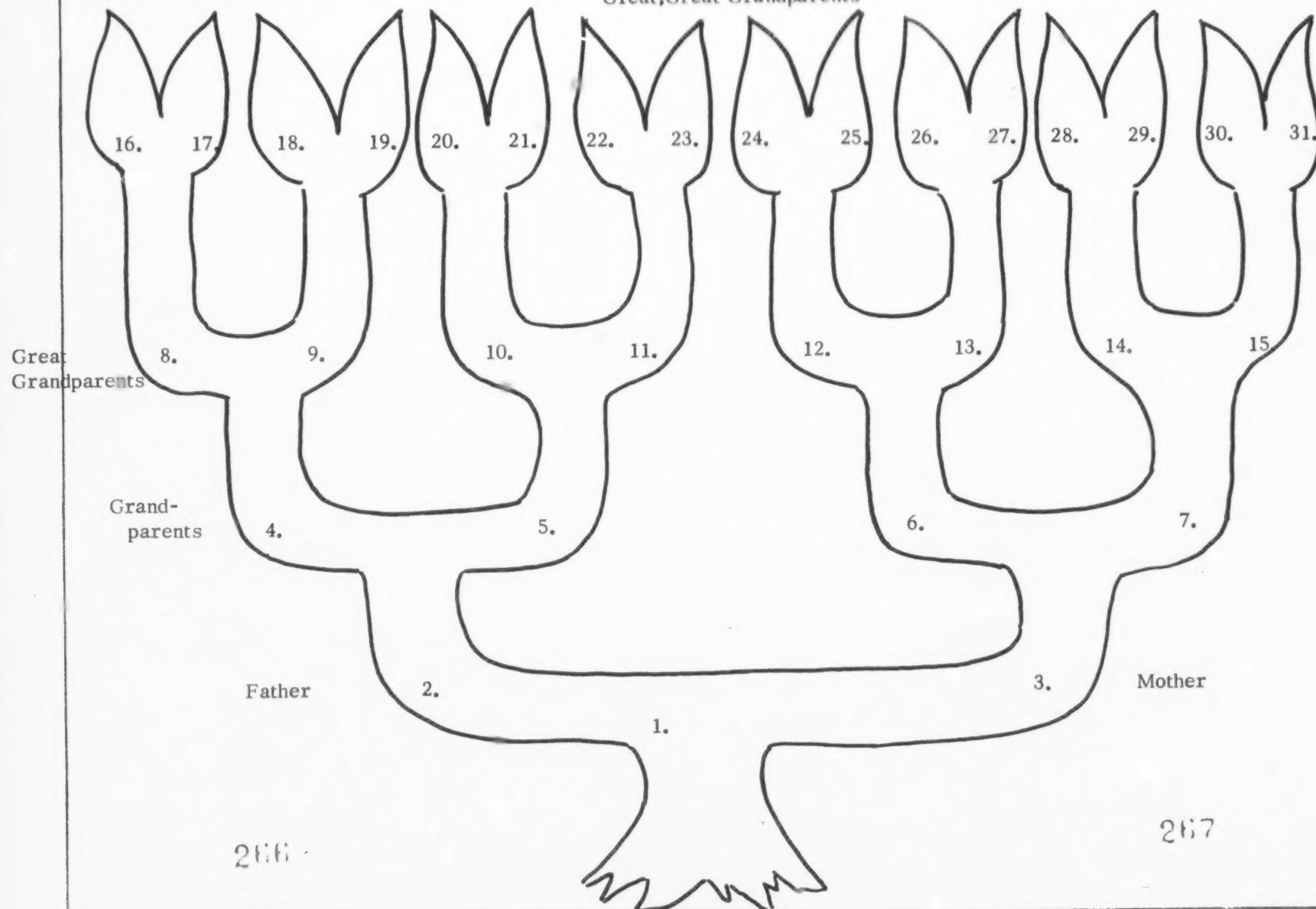
Unless you can claim the distinction of being a full-blooded American Indian, you will have to face the fact that at some time in the distant or recent past, your ancestors were immigrants from another country. One of the strengths of the United States of America is its rich mixture of racial heritages which provides a wide variety of strengths and abilities from which the country can draw. Every country in the world has contributed to the peoples that make up the United States. An interesting passtime which sometimes becomes an obsession, is the process of tracing one's origins. Experiences such as those of Alex Haley demonstrate the need we have to know who we are and from where we have come.

Sometimes this information can be gathered from parents or grandparents or relatives who have kept track of the comings and goings of the family. Sometimes the job is harder and people must spend time in libraries or other research facilities before discovering their family roots. Whatever the source of the information, the exercise is usually satisfying.

Use the Family Tree sheet that accompanies this activity. Opposite #1, print your name and the city and state/country where you were born. Write your father's name and birthplace next to number 2, and your mother's name and birthplace next to number 3. Numbers 4, 5, 6, 7 are the spaces for your grandparents. Numbers 8, 9, 10, 11, 12, 13, 14, 15, are for your great grandparents, and so on. Go back as far as you can, then enlist the help of your parents or other relatives. Circle the ancestors who were born in foreign countries but came to this country during their life times.

When you have finished, put your Family Tree in the place designated by your teacher.

Great, Great Grandparents



The students will identify two changes (law, Supreme Court decisions, or attitudes) which have diminished discrimination in the United States, describe continued practices of discrimination, and formulate possible solutions to decrease prejudice. (408) (V,I)

264

264

Secondary Social Studies

TITLE: The Nisei - Japanese Americans

TOPIC: History

TIME SEGMENT: 35 minutes

316-511 (408)

D

INSTRUCTIONAL OBJECTIVE:

Students will identify two changes (law, Supreme Court decisions, or attitudes) which have diminished discrimination in the United States, describe continued practices of discrimination, and formulate possible solutions to decrease prejudice.

MATERIALS:

Student Information Sheets Pages 1-3
Student Activity Sheet
(Master included)
Dictionary (optional)
Pen or pencil and paper

EVALUATION:

Students will identify to the satisfaction of the teacher two changes in attitude which have diminished discrimination in the United States.

ADAPTATIONS:

This activity could be adapted to become the subject of a research project on the relocation of Japanese-Americans during World War II or the experiences of the 442nd Regimental Combat Team.

PROCEDURE:

To the teacher:

1. This activity has enough information to stand alone. However, some background on discrimination would be helpful.
2. Duplicate enough Student Information Sheets and Student Activity Sheets for those involved in the activity.
3. Use the student activity as a basis for a class discussion.



Skills:

316-875

316-878

272

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

273

Secondary Social Studies TITLE: The Nisei - Japanese Americans	TOPIC: History	Student Information Sheet Page 1	316-511 (408) D
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To the student:

The story of discrimination against the Nisei (Nee-say) Americans of Japanese descent, and the subsequent reversal of attitude following World War II makes interesting reading. Perhaps nowhere in American history has the feeling toward a minority group changed so rapidly, nor have the reasons for the change been so dramatic.

Almost from the beginning of Japanese immigration, efforts to exclude this people from the United States were vigorous. Large organizations such as trade unions and farm groups, and even the small, but influential San Francisco Board of Education opposed the entry of Japanese into the United States. Some who fought against their immigration feared that the influx of Japanese laborers would destroy the labor market for native-born Americans. Some felt that since Japanese immigrants attempted to preserve their language and heritage through after hours schools, their influence would be subversive to other Americans. Some discriminated against the Japanese because of ignorance, bigotry, and selfishness.

Although immigration by Japanese was less than 25 years old, the U.S. Government negotiated with Japan in 1907-1908 and arrived at a "gentlemen's agreement" in which Japan agreed to limit immigration to non-laborers or laborers whose homes were in the U.S. already, or who were joining family already here.

Discrimination did not decrease with this agreement. Anti-Japanese bills continued to be submitted to Congress proposing that Oriental aliens (those who had not become naturalized American citizens) not be allowed to hold property, operate fishing boats off the California coast, and other equally outrageous restrictions.

Following World War I, there was wide spread unemployment among returning veterans. Persecution of the Nisei increased because the jobless people resented the aliens and Japanese-Americans who had worked on farms while others had been away at war. This attitude was rather ironic. Of all the minority groups in the U.S., the Japanese held the highest percentage of college degrees. However, discriminatory practices through the years had excluded most of these people from virtually all except agriculture-related jobs. The homogeneity of occupation and the persecution resulted in the formation of all-Japanese communities, and an emotional drawing together, which in turn further alienated them from the rest of the population.

These conditions prevailed until the outbreak of World War II when discrimination, understandably, escalated dramatically. For years, Japanese aliens had worked their farms along the west coast of the U.S. canneries had been established in these areas as well. Now, vital oil fields mingled with the farms and military installations were located close to the canneries.

Secondary Social Studies	TOPIC:	Student Information Sheet	316-511 (408)
TITLE: The Nisei - Japanese Americans	History	Page 2	D

When Pearl Harbor was bombed, many thought the locations of these Japanese businesses were dangerous. The philosophy had always been "once a 'Jap', always a 'Jap!'". Officials were afraid the spies and sabatours would use the farms and canneries as look-outs or bases of operations. Others saw these fears as a way to get rid of the Japanese once and for all. Motivated by greed, these people continued to stir up the emotions of the public. Finally, in 1942, all first and second generation Japanese - alien and citizen alike - were ordered from their homes. First they were taken to relocation camps between the Sierras and the Mississippi River. They were sent to places scattered throughout the U.S. Their properties were confiscated with only a fraction of the value returned to them.

Interestingly enough, in Hawaii, Japanese people had worked in the sugar and pineapple plantations for years. There, although many aliens were arrested following the attack, many prominent citizens of the Islands went to the places of detainment and personally vouched for the loyalty and patriotism of their employees. In Hawaii, there was no relocation, little interruption of the lives of the Japanese community, and apparently no espionage activity carried on with other than agents of the Japanese consul.

At first, Japanese Americans were barred from service in the Armed Forces. However, the young men loved their country and saw this service as a way to prove their loyalty to America. They pled with the government to allow them to serve, even offering to do any kind of national work without wages. Finally the country granted their request and by 1944, Japanese Americans were being actively recruited into the service.

The 442 Regiment Combat Team, composed entirely of Japanese American volunteers, the majority coming from Hawaii, became the most decorated outfit of its kind in the history of the United States. When a battalion of Texans was trapped behind German lines and was threatened with annihilation, the 442nd, which had already distinguished itself, despite severe losses in Italy, was ordered to rescue the men. The Texans, dubbed the "lost battalion" by war correspondants, were caught in an unprotected position and were without food or water. In addition, they were under constant fire from the Germans.

Despite unbelievable odds, the 442nd forced its way through German territory. For four days they fought fiercely, suffering incredible casualties themselves. In the end, the 442nd reached the Texans, but they lost almost as many of their own men as they rescued.

The heroism of these men and many other Nisei heroes in both the European and Asian fronts did more than any other one thing to change the attitude of other Americans. Ironically, another factor that hastened the reversal in attitude was a direct result of the relocation of West Coast families. Many Americans deplored this action and their sympathies were with the displaced people from the first. Also, the scattering of these people caused changes in occupations. Freed from the imposed limit of agriculture-related jobs, the Nisei found work in the areas in which they had been educated. The war-depleted work force welcomed even the unskilled into defense plants and factories. Instead of cloistering in "Little Tokyos" into which they had been forced before, the Japanese-Americans became part of heterogeneous neighborhoods and communities developed social relationships with non-Orientals and further broke down the barriers of prejudice and segregation. When relocation was discontinued and the evacuees were free to go back to their homes, it was found that many families had put down permanent roots and did not wish to return.

Today, the Nisei encounter more acceptance and less job discrimination than perhaps any other minority group.* The price has been high, but the results have been respect and admiration from the United States and its people.

*One America - Edited by Francis J. Brown and Joseph S. Roucek, Prentice - Hall, Inc.: Englewood Cliffs, N.J.

To the student:

After reading the Student Information Sheets, complete the following questions on your own piece of paper:

1. Write the meanings of the following five words. Use a dictionary to help you if necessary.
 - a. alien
 - b. espionage
 - c. Nisei
 - d. relocation
 - e. discrimination
2. Tell why you think the heroism of the Nisei service men in World War II and the forced relocation of Japanese aliens and Americans brought about the dramatic change in attitude toward this people.
3. Put your paper in the place designated by your teacher.

The students will analyze the progressive movements of the various frontiers as they crossed the American continent.
(110) (V)

Secondary Social Studies

TITLE: Should Women Vote?

TOPIC: History

TIME SEGMENT: 25 minutes

316-512 (110)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the progressive movements of the various frontiers as they crossed the American continent.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet
(Masters Included)

EVALUATION:

Successful completion of questions on the Student Activity Sheet will indicate the ability of the students to analyze the progressive movements of the various frontiers as they crossed the American continent.

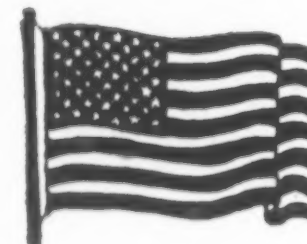
ADAPTATIONS:

Teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. The students should establish a background for this activity through readings in textbooks and other available resources and through classroom discussions.
2. Duplicate enough Student Activity Sheets for those participating.



Skills:

316-826

316-850

316-852

316-875

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Should Women Vote?	TOPIC: History	Student Information Sheet Page 1	316-512 (110)	D
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To the student:

The right to vote, which we take for granted today, was for many years a privilege granted only to men. It is interesting to note however, that during the early settlement of the United States, women who were taxpayers or free-born citizens were, under colonial law, able to vote in all colonies except New York and Virginia. During the colonies' struggle for independence, women took an active part. As a result, the attitude toward women's rights was liberal. The Continental Congress acknowledged women's desires to have a voice in government, but left the decision as to whether they should have the vote to individual states. Only New Jersey granted woman suffrage to its citizens, and as times settled down and became more conservative, that state too rescinded the privilege.

The question of women's rights came to the country's attention again in 1840. The World Anti-slavery Convention was being held in London. The United States sent delegates, some of whom were women, and incredible as it may seem, the women were refused seats in the convention. On their return to this country, the women joined with other activists and reformers in an effort to gain rights for women. They claimed men and women were created equal and should have equal rights. The first woman suffrage convention was called in Seneca Falls, New York, in 1848. In 1850, in Worcester, Mass., a National Women's Rights Convention organized by Luch Stone, gathered men and women reformers from throughout the United States.

During the Civil War years, reformers directed their efforts to gaining suffrage for the Blacks. However, when the 15th amendment was passed, the reformers were disgusted to discover that only Negro men had received that right.

In 1869, the National Woman Suffrage Association was established to work for a Constitutional Amendment to allow women to vote. Its sister group, the American Woman Suffrage Association worked more quietly to change state constitutions. Those who worked to gain the vote for women were criticized as unfeminine and anti-religious, and some were even persecuted. At a Liberal Party meeting, some women questioned the party's policy on suffrage. These women were kicked down stairs, thrown out of the building, and arrested.

To bring the justice of their cause to the attention of the public, women organized demonstrations, participated in hunger strikes, and held parades which often became riots.

Secondary Social Studies	TOPIC:	Student Information Sheet	316-512 (110)
TITLE: Should Women Vote?	History	Page 2	D

Many prominent people joined the struggle for women's rights. Emerson and Whittier lent their support. Horace Greely's powerful paper, "The New York Tribune" championed the cause. Still, most people ridiculed the efforts and little headway was made among the conservative Eastern states.

The Western part of the country was just developing. Much of the area was still U.S. territory. Here women worked side-by-side with men to bring civilization to the frontier. As was the case when the colonies made up the frontier, ideas were more liberal. In 1869, while still a territory, Wyoming gave women the vote.* Twenty-four years later, in 1893, women in Colorado received suffrage, and in 1896 Idaho granted suffrage to their women also. With these states leading the way, other Western states followed. By 1913, twelve states, all west of the Mississippi had granted full suffrage to women.

Still, efforts were continuing to gain nationwide suffrage. The involvement of the United States in World War I gave suffragists the chance for which they had been waiting. Women had actively participated in many war-effort related activities, and it was pointed out that this unselfish service indicated their full citizenship and entitled them to equal rights with men. In 1918, the 19th amendment, granting woman suffrage, passed both houses of Congress. The bill was ratified by the necessary 36 states, and in August, 1920, it became a law of the United States.

*The women first voted in Wyoming the following summer. In February of 1870, the Utah territorial legislature granted women suffrage and the women of Utah voted that spring.

Secondary Social Studies	TOPIC:	Student Activity Sheet	316-512 (110)
TITLE: Should Women Vote?	History		D

To the student:

1. Read the Student Information Sheets.
2. a. In your opinion, why did the campaign for woman suffrage have its beginnings in the eastern part of the country rather than the west, where the concept was more readily received?
b. For what reasons do you think most men opposed women's right to vote?
3. Put your completed paper in the place designated by your teacher.

292

293

The students will analyze the following topics, evaluating the positive and negative aspects of each:

- a. The conflict with the American Indians
- b. The settling of the West and the Federal Land Policy
- c. The Mexican War
- d. The migration of people to the West (Mormons, miners, ranchers, farmers, etc.). (106) (V, I)

Secondary Social Studies		TOPIC: History	316-513 (106)
TITLE: The Mexican War		TIME SEGMENT: 40 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will analyze the following topic, evaluating the positive and negative aspect: The Mexican War		PROCEDURE: To the teacher: 1. The students should establish a background for this activity through readings in textbooks and other available resources and through classroom discussions. 2. Duplicate enough Student Activity Sheets for the students involved.	
MATERIALS: Student Information Sheets Pages 1-2 Student Activity Sheet (Masters included)			
EVALUATION: Students' successful completion of the essay question will indicate their ability to analyze and evaluate the positive and negative aspects of the Mexican War.			
ADAPTATIONS: This activity could be adapted to a topic for a debate between two students or two groups of students in the classroom.			

Skills:

316-850

316-852

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC:	Student Information Sheet	316-513 (106)
TITLE: The Mexican War	History	Page 1	D

To the student:

For many years, Americans had been settling in Mexican territory. In fact, Mexico had encouraged the settlement by offering cheap land (12-1/2 cents an acre) to anyone who would bring 200 families to the area. By 1825, enough Americans lived in Texas to have the United States offer to purchase the territory for a large sum of money.

The Mexican government was in a state of upheaval. Spain's power had declined and Mexico had received its independence, but with the independence came revolution and political chaos. A more stable government might have seen the impossibility of maintaining control over remote and sparsely populated lands, and this wisdom, combined with patience on the part of the United States might have prevented a war that was costly not only in men but in bitter feelings between the two nations for years afterward.

During Mexico's violent beginnings, the United States had suffered many insults and indignities including imprisonment and execution of American citizens and murder on the high seas. The grievances had been arbitrated, but despite ill feelings, all out war between Mexico and the United States could probably have been avoided had it not been for the United States' decision to annex Texas.

Texas had won its independence from Mexico in 1836, and for several years had been trying to gain statehood. The slavery question was responsible for delaying the annexation. The northern states feared the southern faction would gain permanent control of Congress. An agreement could not be reached. Then, when Texas appeared to be ready to become an independent country and sign an agreement with Great Britain, Congress decided it had better take action. In December of 1845, Texas was officially made a state of the Union. Since Mexico had never even recognized Texas' independence, Mexico had no choice but to sever relations with the United States.

James Polk, who became President in 1845, had as part of his platform declared he favored the addition of Oregon and Mexican territory to the United States. True to his word, he sent a special minister to Mexico to negotiate disputes concerning the boundary of Texas and offering to purchase the territory of California and New Mexico for 30,000,000 dollars. The Mexican government refused to receive Polk's minister, who, after several weeks of waiting, returned to Washington.

Secondary Social Studies	TOPIC:	Student Information Sheet	316-513 (106)
TITLE: The Mexican War	History	Page 2	D

Polk, determined to demonstrate his displeasure at being ignored, sent General Zachary Taylor to "defend" the border of Texas. The United States recognized the Rio Grande as the border; Mexico recognized the Rio Nueces. Mexico considered Taylor's position an invasion of Mexican soil and apparently initiated a skirmish that left 63 Americans dead. This was the chance for which Polk had been waiting. He requested a declaration of war from Congress and got it.

While the prospect of war was popular among the people, members of Congress were not pleased with the turn of events. Northerners considered it a blatant attempt to expand slavery. In addition, a book had recently been published recounting the horrors of Cortez' conquest of a defenseless people and here was the United States apparently doing the same thing.

One far-sighted Southern senator saw the possibility, if the South gained too much power, of the destruction of the Union as a direct result of the war.

Nevertheless, the United States was at war with Mexico. Polk chose Zachary Taylor to lead the battle in northern Mexico. General Kearney and a few thousand men took New Mexico and marched on to California where the Navy and the American settlers had all but gained control already.

General Winfield Scott was given the job of conquering Mexico City itself. He landed with a few thousand men at Veracruz and had the almost impossible task of maintaining the army and marching the 200 miles to the well-fortified Mexico City. The army won every battle and finally took the capital in September of 1847. The victorious march was an enviable feat.

Polk's terms were signed the following year. Mexico recognized the United States ownership of Texas and the territories of New Mexico and California, an area even larger than the Louisiana Purchase. For this land, the United States agreed to pay \$15,000,000 as well as over \$3,500,000 in claims of American citizens against the Mexican government.

Some in the United States felt the whole North American continent was meant to be under U.S. control, but James Polk did not. He bargained only for the land he had originally wanted to buy.

The war with Mexico had some interesting peculiarities. The United States army was relatively small. Americans were outnumbered in almost every battle, but their casualties were always less than half those suffered by the Mexican army. In the end, 13,000 Americans lost their lives in military service. Two thousand died of battle wounds and 11,000 died of disease. America acquired territory that would become all or part of 7 new states. However, with the acquisition of Mexican territory, the slavery question arose once again. Much debate and conflict followed as to whether or not these new states should be admitted as slave or free states. In less than 20 years, the question brought about the most disastrous was in the history of the United States.

Secondary Social Studies TITLE: The Mexican War	TOPIC: History	Student Activity Sheet	316-513 (106)
			D

To the student:

1. Read the Student Information Sheets.
2. Through the years, the war with Mexico has remained a controversial issue. Some have felt that the war was unnecessary, while others are convinced that it was inevitable. Write a page defending one or the other of these points of view. Be sure to give reasons to support your opinion.
3. When you have finished, put your paper in the place designated by your teacher.

The students will discuss the "Frontier Thesis" (Turner) as an explanation of the development of democracy and social equality in the United States. (412) (V)

3 7

3 6

Secondary Social Studies
TITLE: Frontier Thesis

TOPIC: History
TIME SEGMENT: 1 period

316-514 (412)

D

INSTRUCTIONAL OBJECTIVE:

The students will discuss the "Frontier Thesis" (Turner) as an explanation of the development of democracy and social equality in the United States.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Resource books

EVALUATION:

The student will be able to discuss to the teacher's satisfaction how the frontier might have affected his ancestors.

ADAPTATIONS:

This could be put in a learning center or done as a group.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets as needed.
2. Explain to the students that there are philosophical ideas which affect what people do. For example, in their personal lives, students have certain beliefs and understandings which govern their behavior. The same is true in America. There are ideas which we have as Americans that determine how we treat each other and how we feel about democracy.
3. The students will also need background about Turner and an explanation of his thesis before they read the information sheet and do the activity.
4. Define "development of democracy" and "social equality" for the students.



Skills:

316-850

316-878

316-881

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

3/0

3/1

Secondary Social Studies		316-514 (412)
TITLE: The Frontier Thesis	TOPIC: History	Student Information Sheet ☐ D

Read the following information sheet and complete the activity. Put the completed activity in the place designated by your teacher.

Have you ever wondered why American democracy is the way it is? Have you ever thought about American ideas of social equality and how they're different from other countries?

Frederick Jackson Turner (1861-1932) was an American historian who wondered about these questions. He developed an important idea about American history called the Turner thesis. Basically, Turner said that the idea of frontier shaped the American character. There were unique conditions on the frontier that made a difference in Americans. He said that Americans had had a frontier for a long time. It changed as people moved west. As a result of living on the frontier, Americans became strong and practical. They were also restless, full of nervous energy, coarse and exuberant because of their freedom.

Turner wrote about the evolution of American life. He talked about how life developed. At first, life was primitive for the traders, trappers, and explorers. Life improved and became more sophisticated through agricultural stages. The most complex stages came as people moved to cities and industry grew.

Because of the frontier, Americans developed some unique ideas about social equality. They were more willing to let people have some social prestige and position. This was because there was still new land. If people wanted something of their own, they could move to the frontier. There were seemingly limitless opportunities for all Americans, while in Europe a few owned all the land. Without the freedom and opportunities of the frontier, people had no chance of rising socially. Turner believed the frontier was the major factor in the American idea of social equality.

Democracy was closely related to social equality. Turner thought the frontier was responsible for the American idea of democracy. Americans believed that everyone could be part of the government. Again, this was related to the frontier and the vast open spaces and opportunities.

Turner taught his students these ideas. He wanted them to understand the importance of the frontier. American history needed to be looked at differently from European history, he thought. Turner developed an approach to history called the "frontier School." Turner thought that the frontier was part of all American history.

Secondary Social Studies

TITLE: The Frontier Thesis

TOPIC: History

Student Activity Sheet

316-514 (412)

D

To the student:

1. Many of you have ancestors who immigrated to America. Think of the members of your family. Based on what you know about them, write down how you think the frontier influenced them on a separate piece of paper.
2. Mention how the American ideas of social equality and democracy might have influenced them. You may not know a great deal about your ancestors, so use your imagination. You may also want to talk to some of your relatives.
3. When you have completed the activity, put your paper in the place designated by your teacher.

3.4

3.5

The students will describe the political, economic, and social developments of the "Progressive Period" of United States history. (115) (V)

3.7

3.6

Secondary Social Studies

TITLE: Conservation

TOPIC: History

TIME SEGMENT: 30-40 minutes

316-515 (115)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the political, economic, and social developments of the "Progressive Period" of the United States History.

MATERIALS:

Student Information Sheets, pages 1-3
Student Activity Sheet (Masters included.)

Reference materials
Text

EVALUATION:

Completion of the student work sheet to the teacher's satisfaction will indicate the student's ability to describe the political, economic and social developments of the "Progressive Period" of United States History.

ADAPTATIONS:

Activity could be adapted to a chalk board assignment or a class discussion.

PROCEDURE:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students participating.
2. Provide a background for the students on the "Progressive Period", through selected reading and class discussion before assigning the activity.



Skills:

316-850

316-878

316-880

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: Conservation	TOPIC: History	Student Information Sheet Page 1	316-515 (115) D
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When Theodore Roosevelt became President of the United States in September of 1901, the Progressive Era was just beginning. People in positions of power were becoming aware of many of the country's ills. The rapid urbanization brought about by the Industrial Revolution posed ethical problems for which there were no traditional solutions. Crusaders ferreted out and brought to the attention of the public the deplorable conditions under which people worked and lived. The evils of the meat packing industry, the patent medicine business, and monopolies were exposed. The question of conservation of natural resources was also put before the public.

At the time the U.S. became a nation, provision was made for forest preserves. But, as time passed, this land, as well as that set aside for colleges and universities, went the way of the greedy developer. By the late 1800's it had become apparent that the vast forest areas of the U.S. would be depleted unless measures were taken to protect them.

One of the first steps in the direction of conservation was the establishment of the National Forest Conservations Policy which Congress established in 1891. This policy provided for forest areas, called reserves, to be set aside as property of the federal government and thereby be unavailable to lumber interests or speculators. The first reserve was in Wyoming.

In 1896, Gifford Pinchot, a dedicated conservationist, was appointed to the National Forest Commission. Two years later, in 1898, he became the chief of the Division of Forestry.

Teddy Roosevelt had become aware of the need for conservation during his two years as a cowboy in North Dakota. Not one to make a half way effort in anything, Roosevelt got squarely behind the conservation effort in the U.S. He changed the National Forest Commission to the Forest Service and put it under the jurisdiction of the Department of Agriculture, keeping Pinchot as its head.

Roosevelt then set about to steadily enlarge the federal forest preserves. It is not surprising that timber companies and land speculators were upset with these acquisitions. Western congressmen were persuaded to tack onto an appropriations bill - an amendment forbidding the continuation of this forest preserve practice in certain Western states. Roosevelt felt that he could not veto the appropriations bill, but he did hold it in his office the full ten days allowed by the Constitution.

Secondary Social Studies	TOPIC:	Student Information Sheet	316-515 (115)
TITLE: Conservation	History	Page 2	D

While the bill was so stalled, Roosevelt proclaimed 21 more preserves, the acreage of which totalled 16 million acres.

The President then set about educating the public to the necessity of conserving natural resources. He set up the National Conservation Commission headed by Pinchot. The body included 49 men who were prominent in the areas of industry, politics, and science. Through the efforts of this commission, the first inventory of the country's natural resources was compiled.

In 1909, the North American Conservation Conference was held in Washington D.C. Delegates from the U.S., Canada, New Foundland, and Mexico attended. This conference helped to publicize the need for conservation.

Although Roosevelt was not too successful in moving Congress along the lines of conservation, the governors of many states were more responsive. Within just two years, there were conservation commissions functioning in 27 states.

Theodore Roosevelt spent only about 7 1/2 years in the White House, but he added more acres to the National forests (148 million acres) than any President before or since. In addition, his conservation efforts included the following:

1. Regulated grazing in National Forests.
2. Five National parks covering 213,886 acres.
3. 1.4 million acres in national monuments.
4. Wild life refuges occupying 434,293 acres.
5. 1.5 million acres reclaimed by irrigation.
6. The Newlands Act (or Reclamation Act) which became law in 1902. This act empowered the Federal Government to build dams and irrigation projects for the reclamation of arid areas in the Western states. (The Roosevelt Dam in Arizona is a result of this bill,)

The land preserved or reclaimed through Roosevelt's efforts totaled 1.51 million acres, an area almost the size of Texas.

Senator Robert Follett, a reformer from the State of Wisconsin, and often a critic of the Roosevelt Administration, had this to say about Theodore Roosevelt.

"His greatest work was inspiring and actually beginning a world movement for staying territorial

Secondary Social Studies	TOPIC:	Student Information Sheet	316-515 (115)
TITLE: Conservation	History	Page 3	D

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Senator Robert Follett, a reformer from the State of Wisconsin, and often a critic of the Roosevelt Administration, had this to say about Theodore Roosevelt.

"His greatest work was inspiring and actually beginning a world movement for staying territorial waste and saving for the human race the things on which alone, a peaceful, progressive, and happy life can be founded."

Secondary Social Studies	TOPIC:	316-515 (115)	
TITLE: Conservation	History	Student Activity Sheet	D

To the student:

1. Through reading and class discussion you should have a background on the "Progressive Period."
2. Read the Student Information Sheet.
3. On a separate piece of paper, sketch in outline form, the development of the conservation program through the years of the Roosevelt Administration (1901-1908).
4. Put your completed paper in the place designated by your teacher.

3.8

3.9

The students will analyze the causes and outcomes of the Great Depression. (103) (V)

Secondary Social Studies

TITLE: The CCC

TOPIC: History

TIME SEGMENT: 20 - 30 minutes

316-516 (103)

D

INSTRUCTIONAL OBJECTIVE:

Students will analyze the causes and outcomes of the Great Depression.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included.)

Reference books
Text

EVALUATION:

Students' completed work sheet will indicate their ability to analyze one of the outcomes of the Great Depression. This should be done to the teacher's satisfaction.

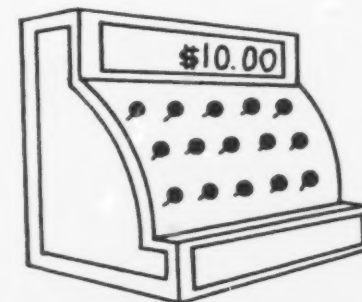
ADAPTATIONS:

The teacher will feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the group with which you are working.
2. Through selected reading and class discussion the students should be given a good understanding of the causes and outcomes of the Great Depression and of the conditions that led to the formation of the CCC.



332

333

Skills:

316-850

316-852

316-875

316-877

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies TITLE: The CCC	TOPIC: History	Student Information Sheet	316-516 (103)	D
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The Depression of the 1930's brought business to a standstill. Naturally, this condition caused widespread unemployment. By President Roosevelt's inauguration, in March 1933, 15 million Americans were out of work - with no job prospects in sight.

One of the most tragic segments of the unemployed was the thousands of young people who, each year entered the job market, only to find no jobs there for them. Young men and even some young women went "on the road", wandering over the country searching for some kind of work.

Before Franklin Roosevelt had been in office a month, he established the Civilian Conservation Corp (The CCC). Organized in Army style, and under Army supervision, the CCC provided jobs for single men between the ages of 18 and 25. Fifteen hundred camps, built mostly within state and national parks housed over two million young men during the years from 1933 to 1942. Here the youths worked thirty hours a week. They received meals (at an average cost of 35 cents a day), clothing, medical care, and thirty dollars a month. The boys were allowed to keep eight dollars a month, the rest was sent to their parents or other dependants at home. The average age of the men was nineteen. They were, according to Harold Ickes, Roosevelt's Secretary of the Interior, after a tour of some of the camps in "good condition" and after joining the CCC gained an average of fifteen pounds per man.

The young men did a variety of conservation related work. They cleared beaches, fought forest fires, fed wildlife, counted game, made trails, cut fire lanes, placed brush dams across gullies to cut down erosion, built roads, public campgrounds, and recreational facilities and planted trees on public and private lands. Of all the reforestation done in the first 175 years of this country's history, the CCC did more than half.

The conditions that motivated the establishment of the Civilian Conservation Corp were tragic and trying, but the work accomplished by the young men of the CCC has benefited Americans and the world from that day to this.

Secondary Social Studies TITLE: The CCC	TOPIC: History	Student Activity Sheet	316-516 (103)	D
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1. Through reading the class discussion you should have an understanding of the causes and outcomes of the Great Depression.
2. Read the Student Information Sheet.
3. On a separate piece of paper complete the following questions:
 - a. What conditions prompted the establishment of the Civilian Conservation Corp?
 - b. Make a list of the good things that came about as a result of this project.
4. When you have finished, put your completed paper in the place designated by your teacher.

The students will outline America's involvement with other nations from its birth to the present. (408) (I, V)

Secondary Social Studies

TITLE: America, England, and World War II

TOPIC: History

TIME SEGMENT: 30-40 minutes

316-517 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will outline America's involvement with other nations from its birth to the present.

MATERIALS:

Student Information Sheet, pages 1 & 2
Student Activity Sheet
Answer Key (Masters included.)

Reference books
Text

EVALUATION:

Successful completion of the Student Activity Sheet will indicate the ability of the students to outline America's involvement with England during the second World War.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students participating.
2. From selected reading and class discussion the students should be given a good understanding of America's involvement with other nations from its birth to the present.



Answer Key

- | | |
|----------------------|----------------------|
| 1. War of 1812 | 6. Revolutionary War |
| 2. Japan | 7. Hitler |
| 3. Poland | 8. armaments |
| 4. Isolationist | 9. interventionists |
| 5. Winston Churchill | 10. France |

Skills:

316-850

316-852

316-875

316-878

314

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

315

Since the establishment of settlements in North America, the ties of the United States and Great Britain have been close. There have always been periods of bad feelings, such as the times during the Revolutionary War and the War of 1812. However, whether relations have been good or bad, America has always felt a kinship with England.

One of the most fascinating periods in the history of relations between the two countries is the years of World War II. Many Americans felt that the involvement of the U.S. was to maintain peace at any price. Most of the population did not want to get involved with foreign wars, or with foreign affairs in general. People who strongly expressed these feelings were called isolationists.

Even in England, people did not take Hitler's actions too seriously. They thought he could be satisfied with his invasion of the Sudetenland - then with Czechoslovakia and then with Austria. However, when his forces invaded Poland, England and France decided he had better be taken seriously and hurried to help the Poles.

At this point feelings in the U.S. began to change. Isolationists were still influential but many Americans felt that those fighting against Germany should be helped. Still, most people were opposed to entering the war. In order to make aid available to those at war against Hitler's Germany, congress changed an old Neutrality Act to allow sales of armaments to warring countries on a "cash and carry" basis. This modification meant that as long as a country at war had the money to do so, it could buy supplies from the U.S.

Some people in America thought that this country should provide more help in the war against Hitler, even if it meant entering the war. These people were called interventionists.

Hitler continued his march through Western Europe. Denmark, Sweden, the Netherlands, and finally France fell. At last England was the only obstacle between Hitler and complete conquest of Europe.

President Franklin D. Roosevelt realized that if Britain was to survive, it would have to receive help immediately. He released Navy planes, rifles, machine guns, and ammunition to be sold to the Allies. Then he made available, to the British, fifty obsolete destroyers to be used as defense

Secondary Social Studies TITLE: America, England, and World War II	TOPIC: History	Student Information Sheet Page 2	316-517 (408) D
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against German submarines. In return, England leased eight military bases to the United States.

This arrangement indicated strong support for England and against Germany. The agreement was definitely not the action of a neutral country. However, Roosevelt realized Democracy, in general, and the United States in particular, could not afford to have Hitler defeat England.

A few months after the first agreement went into effect, Roosevelt received a message from Winston Churchill, the Prime Minister of England, saying that Britain was in "mortal danger" and needed arms but had no money to pay for them. Roosevelt presented a plan to Congress that would allow the U.S. to lend the necessary materials directly to England with the understanding that they would be returned or replaced after the war. Although there was much debate, the bill was passed and supplies began to flow across the Atlantic.

Now it was clear that although the American people did not want war, the majority felt strongly that England should be helped regardless of the consequences. Two months after the passage of the lend-lease agreement, new legislation provided seven billion dollars as the first installment of America's program to arm the allied nations.

From this time on, no one pretended that the U.S. was neutral. Supplies were being shipped to Britain and U.S. ships were patrolling the waters to make sure they arrived.

It has been said by some that even without U.S. aid, Great Britain would never have surrendered to Hitler. The fact remains that in 1940, he was at the height of his power. Without U.S. aid, England would probably have been destroyed, whether or not it chose to surrender. With the aid and the support of the U.S., however, Great Britain was able to fight valiently and virtually alone until the U.S. was pulled into the full scale war by the attack on Pearl Harbor.

When the United States declared war on Japan, England did also. The two countries fought very closely, sometimes side by side, against the axis powers. Several times President Roosevelt and Winston Churchill met in conference to agree on strategy and objectives. Relations between the U.S. and England have always been close, but it is doubtful that ever, before or after, have they been as close as they were during the Second World War.

To the student:

1. From your reading and class discussion you should have a good understanding of America's involvement with other nations from its birth to the present.
2. Read the Student Information Sheet.
3. On a separate piece of paper, complete the following sentences by writing the sentence and filling in the appropriate words from the column on the right.

- | | |
|---|----------------------|
| 1. England and the United States fought the _____ approximately 25 years after the Revolutionary War. | 1. Roosevelt |
| 2. When the United States declared war on _____, England joined the fight. | 2. Isolationist |
| 3. Not until Hitler invaded _____ did England and France make military effort to stop him. | 3. Interventionist |
| 4. A person who wanted to avoid joining the war in Europe at all costs was a _____. | 4. Winston Churchill |
| 5. During the war with Germany, _____ was Prime Minister of England. | 5. War of 1812 |
| 6. The _____ was fought because the colonies in America wanted to be independent from England. | 6. Revolutionary War |
| 7. Until he had gobbled up Sudetenland, Austria and Czechoslovakia, England did not take _____ seriously. | 7. Armaments |
| 8. President Roosevelt and Congress passed lend-lease legislation that enabled the U.S. to ship _____ to England. | 8. Hitler |
| 9. _____ were Americans who believed that England should be helped in the fight with Germany. | 9. Poland |
| 10. After the fall of _____, England stood alone between Hitler and the complete conquest of Europe. | 10. Japan |
| | 11. France |
| | 12. Chamberlain |
4. When you have finished, put your assignment in the place designated by your teacher.

The students will explain how all nations are interdependent. (408) (I,V)

353

352

Secondary Social Studies
TITLE: World Interdependence

TOPIC: History
TIME SEGMENT: 1 class period

316-518 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how all nations are interdependent.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheets Pages 1,2
Answer Key
(Masters Included)

EVALUATION:

Student's successful completion of the activity sheet will indicate ability to explain how all nations are interdependent.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for those involved in the activity.
2. The students should have, through selected reading and class discussion, an understanding of why all nations are interdependent before the activity is assigned.



Skills:

316-850

316-878

356

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

357

Secondary Social Studies	TOPIC: History	Student Information Sheet	316-518 (408)
TITLE: World Interdependence		Page 1	D

To the student:

Those who are under the impression that a nation can now, or could ever, be totally self-sufficient are laboring under a serious misapprehension. The United States is perhaps the one nation that has come closest to producing or mining everything it needs; nevertheless, there has never been a time in its history that it has not engaged in trade with other countries.

It should be very apparent, today, amid the world wide energy shortages and inflation for which the oil producing countries are, in part, responsible, that interdependence of nations is a fact of life.

Reciprocal trade between nations is essential for their economic well-being. One of the things that contributed to the Great Depression was the fact that the United States was not importing enough products from other countries to enable those countries to realize sufficient money to buy necessary goods from the U. S.

The world is now alert to the slightest fluctuation in value of the U.S. dollar. Countries realize that if the value of the dollar drops significantly, the resulting rise in inflation could boost the price of their exports to the point where people in the U. S. would be unable to afford them. Without the U.S. market, production in those countries would have to be cut back and widespread unemployment would result. Countries, therefore, are willing to shave prices and profits of their goods in an effort to encourage trade with the U. S.

The list of resources and products that are bought, sold, or traded among nations is long. Wheat from the United States feeds peoples from many nations. Without this foreign market, many wheat farmers in this country would have to look for other work.

A few years ago, the U. S. was worried about the growing political unrest in some African countries. It's concern was not entirely humanitarian. These countries supplied platinum, chromium, manganese, and cobalt to the U.S. These elements are used as catalysts in the petroleum industry and in the production of alloys, including the super alloys used in jet engines. Since the United States imports from 91 to nearly 100% of these materials, it was concerned about the dependability of its African suppliers.

European countries are even more dependent on their neighbors for vital materials. Austria, for example, imports coal from Poland and oil and natural gas from Russia. Despite its huge grain crop, Russia is still unable to feed its people. It must import additional wheat from other countries.

In 1979, frost blighted the coffee crop in Brazil, decreasing the supply of coffee and raising its price throughout the world. The fact that one such occurrence precipitated a condition felt through out the world is further evidence of the interdependence of nations. Many of the emerging nations send their people to the United States for their education, just as during the early years of the country, students were sent to Europe to obtain the best in educations. Vienna, Austria, for years, was considered the place to go for advanced medical instruction. American artists or would-be artists, traveled to Paris to study.

The U.S. space program, owes much of its success to the German scientists who came to this country before and after World War II. As recently as the late 60's a reading knowledge of German was a requirement for a PhD in Chemistry from some American universities because so much knowledge in that field was coming from Germany.

The interdependence of nations is a fact of life. Each country needs every other country if it is to achieve or maintain an acceptable quality of life. As the world becomes smaller and more and more complex, it becomes increasingly important for nations to be able to depend on one another.

To the student:

1. Through reading and class discussion you should have an understanding of the reasons why nations are interdependent.
2. Complete the crossword puzzle by filling in the blanks in the sentences below.

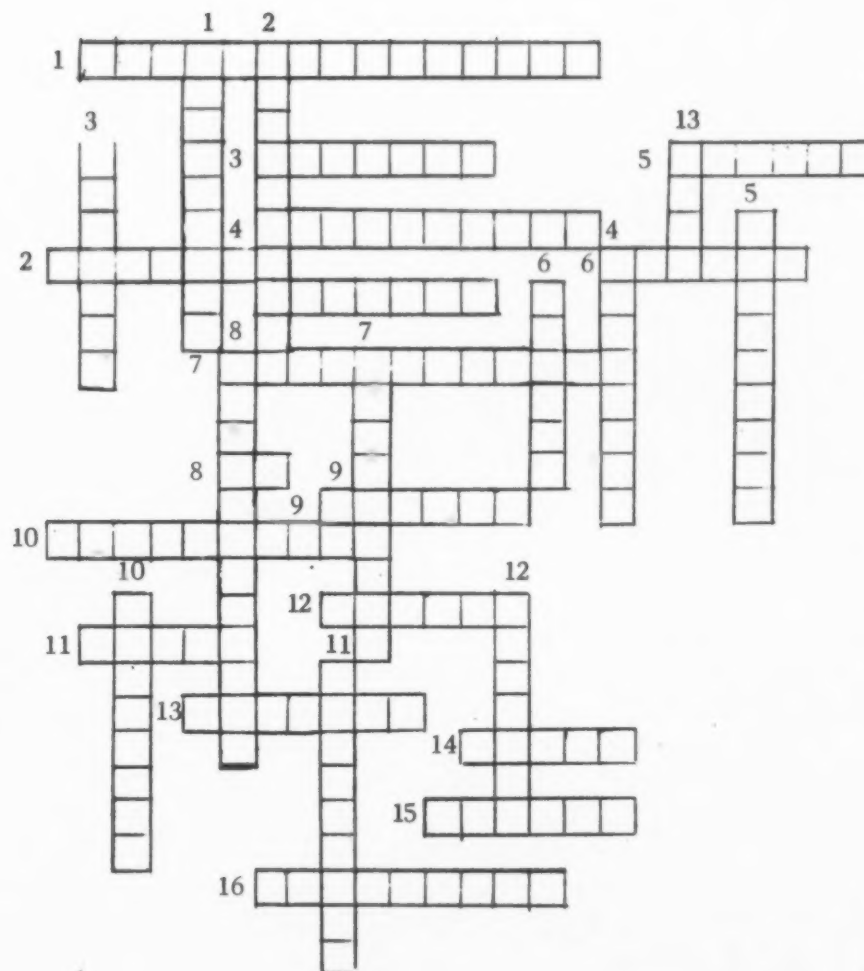
ACROSS

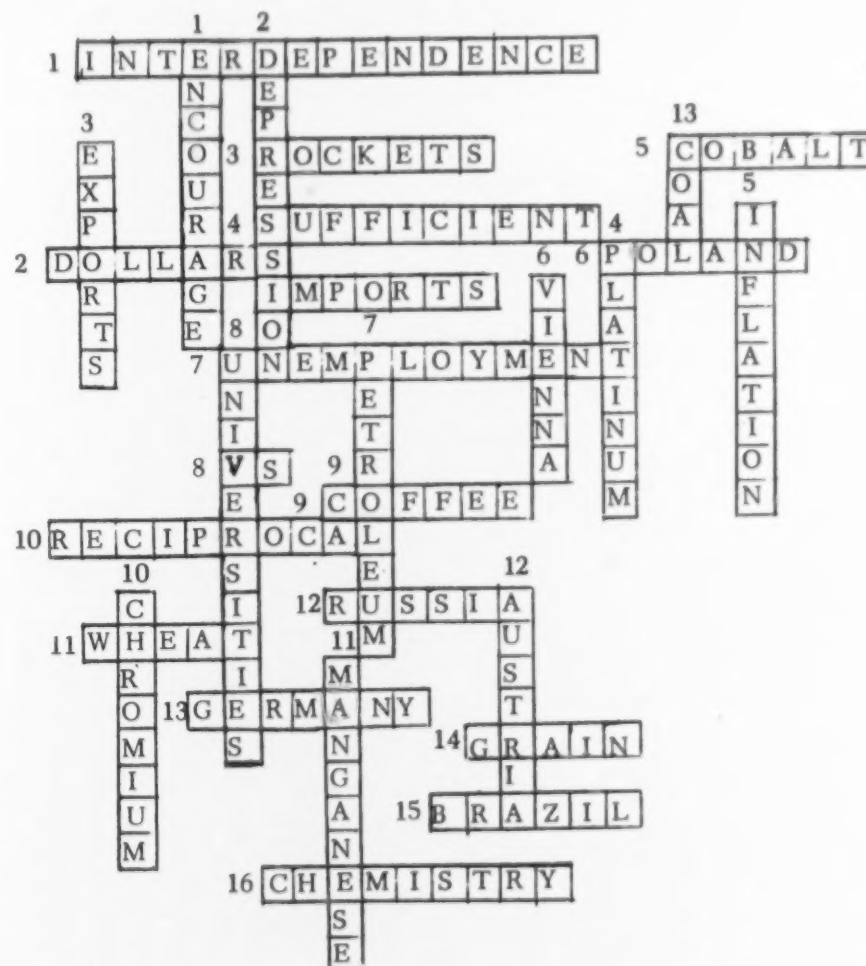
1. The need of one person, community or nation for another is called _____.
2. The _____ is the basic monetary unit in the U.S.
3. German scientists helped build American _____.
4. Enough could be a synonym for _____.
5. An element used in making super alloys is called _____.
6. Austria gets most of its coal from _____.
7. _____ is often a direct result of inflation.
8. A revolution in far away Africa can affect all of _____.
9. Brazil has as one of its main export crops, _____.
10. When two countries import and export to each other it is called _____ trade.
11. Russia is usually unable to raise sufficient _____ for its needs.
12. Fuel oil is one of the exports of _____.
13. Much new knowledge in Chemistry came from _____ during the sixties.
14. Without foreign export, many _____ farmers would be out of work.
15. _____ was responsible for a sharp rise in coffee prices.
16. _____ is the study of elements.

DOWN

1. It is usually wise for one country to _____ trade with another.
2. In a _____, businesses may fail.
3. _____ are products shipped from a country.
4. _____ is a precious metal mined in Africa.
5. In times of _____ the value of money decreases.
6. In years past, _____ was a center for medical education.
7. Manganese is used in the refining of _____ products.
8. Many students from emerging countries come to American _____.
9. The abbreviation of California is _____.
10. _____ is a metal used in the jet plane industry.
11. The U.S. imports approximately 90% of its _____.
12. _____ is not rich in fuel related natural resources.

3. Put your completed paper in the place designated by your teacher.





The students will:

- a. Identify the causes and effects of each of the wars in which the United States participated
- b. Evaluate post-war problems
- c. Evaluate the effects of the relationship between wars and alliances
- d. Explain the role of dissent and its impact on America's involvement in war
- e. Discuss the advantages and problems associated with assuming world leadership (412) (V)

Secondary Social Studies

TITLE: The Clouds of World War II

TOPIC: History

TIME SEGMENT: 2 class periods

316-519 (412)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the causes and effects of each of the wars in which the United States participated.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet
(Masters Included)
Resource

EVALUATION:

Students' finished work sheet will indicate their ability to identify the causes of World War II. This shall be done to the teacher's satisfaction.

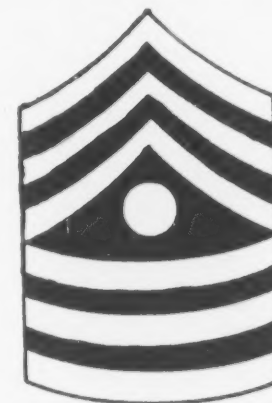
ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the group.
2. Before this activity is assigned the students should be given an adequate background for the activity through selected reading and class discussion.



Skills:

316-850

316-852

316-875

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

After World War I there was a time of internationalism when, as never before, countries interacted to help one another recover from the ravages of war. However, with the onset of the world wide depression, countries began to look more to their own survival than to the welfare of others. This return to nationalism compounded the economic problems of various countries. Three nations, in particular, were hard hit by the Great Depression. The efforts of these three nations to save themselves from economic disaster resulted in the even greater catastrophe of World War II.

The three nations, Germany, Italy, and Japan shared several of the same characteristics. All three considered themselves handicapped because of lack of raw materials and colonies. All three believed that "might made right" and that it was up to them to do what ever they had to do to obtain "their share" of the resources and markets of the world. All three nations looked on war as "glorious", and considered democracy a weak and decadent form of government.

Mussolini gained absolute power in Italy in 1922. He promised the war torn and poverty stricken people that he would bring back the grandeur of the Roman Empire. Hitler, who came to power in 1932, promised to restore prosperity and national pride and to reestablish the German Empire. Japan, troubled with overpopulation and under control of its warlords, saw conquest of Manchuria as a way to obtain needed room and natural resources.

Mussolini began his expansion by invading Ethiopia, the only independent nation in North Africa. His army was neither strong nor well trained, but it was superior to the inexperienced Ethiopian defenders.

As soon as Hitler gained power, he set about building a strong military organization and arming it with new and effective weapons. Repeatedly he defied the Treaty of Versailles which limited the power of the aggressors of the first World War. In 1936, Hitler invaded Austria and then demanded Sudetenland which bordered Czechoslovakia be given to Germany on the grounds that it was populated by German speaking people.

The U. S. sent messages to the nations involved urging a peaceful settlement of the problem. Britain and France met with Nazi leaders to discuss the situation. Prime Minister Chamberlain

Secondary Social Studies	TOPIC:	Student Information Sheet	316-519 (412)
TITLE: The Clouds of World War II	History	Page 2	D

returned to Britain with Hitler's promise that as soon as he had Sudetenland his goals for expansion would be satisfied. Western Europe and the U.S. did not want war. Most of the countries had not yet recovered from World War I. They felt Germany could be appeased and a war avoided. They were wrong.

Six months after Hitler gained Sudetenland, he annexed Czechoslovakia. When he invaded Poland, in September of 1939, Great Britain and France came to Poland's defense and World War II had begun. Although the U.S. sent aid to Norway, Denmark, Finland, The Netherlands, and France, they had fallen before America declared war on Germany.

Japan, in the meantime, had set up the puppet government of Manchukuo in Manchuria and had invaded China. Relations with the U.S. had been somewhat strained since 1924 when Japanese immigration to the U.S. had been halted. Now the U.S. and Great Britain took measures to help China in its war against Japan. Japan, however, did not say too much about these effects because the U.S. was still supplying great quantities of scrap metal and oil to the Japanese war effort.

As conditions worsened in China, the U.S. made demands on Japan that they would not accept. In 1940, Japan signed a mutual defense treaty with Germany and Italy. Although Japanese envoys to the U.S. continued to negotiate for improved relations, the Japanese forced the Nazi controlled French government in Indochina to make bases available on their land. This action caused the U.S. to break off all trade with Japan and to freeze Japan's assets in this country.

America's break with Japan occurred in July of 1941 and in September, the Japanese government made the decision to launch a surprise attack on Pearl Harbor unless some agreement satisfactory to their country could be negotiated. Talks continued, in efforts to come to an understanding, while unbeknownst to the United States, and perhaps also to the Japanese envoys, the Japanese fleet left for Hawaii. Ministers from both countries were still in Washington D.C. when news of the December 7th attack on Pearl Harbor occurred.

President Franklin D. Roosevelt asked for and received a Declaration of War against Japan on December 8, 1941 and three days later, Germany and Italy joined Japan in declaring war against the United States.

Secondary Social Studies TITLE: The Clouds of World War II	TOPIC: History	Student Activity Sheet	316-519 (412) D
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To the student:

1. Through your reading and class discussion you should understand the causes and effects of each of the wars in which the United States participated.
2. Read the Student Information Sheets.
3. On a separate piece of paper, write a page-long synopsis which traces the beginnings of World War II from the end of World War I. Include your interpretation of the feelings of Germany, Italy, and Japan that, in their minds, justified their actions.
4. When you have finished, put your paper in the place designated by your teacher.

The students will evaluate their cultural heritage, especially material culture, i.e, homes, buildings, journals, manuscripts, photographs, etc., in their community, state, and nation. (601) (V)

Secondary Social Studies

TITLE: Colonial Architecture

TOPIC: History

TIME SEGMENT: one week

316-520 (610)

D

INSTRUCTIONAL OBJECTIVE:

The students will evaluate their cultural heritage, especially material culture, i.e. homes, buildings, journals, manuscripts, photographs, etc., in their community, state, and nation.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet
(Masters included)

EVALUATION:

Successful completion of the Student Activity Sheet will indicate students' ability to evaluate their cultural heritage.

ADAPTATIONS:

The teacher shall feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheet and Student Activity Sheet for the students.
2. From selected reading and class discussion, the students should have an understanding of their cultural heritage before this activity is assigned.



Skills:

316-850

316-878

316-881

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC: History	Student Information Sheet	316-520 (610)
TITLE: Colonial Architecture		Page 1	D

A traveler from Zurich, Switzerland, on seeing Utah for the first time, commented, "I have never seen so many little houses." Her host explained that in Utah, and in the United States, to own one's own home was a goal sought by the majority of the people. From colonial times, peoples' homes have been sources of their pride and symbols of their independence.

When the Pilgrims came to the shores of New England and Virginia, they lived, temporarily, in caves or dugouts until they were able to build a structure that resembled an Indian wigwam. A framework of supple branches or thin tree trunks was built over which bark or thatch, or interwoven twigs daubed with mud were fastened. These English wigwams, looking like loaves of bread, had a door and a window at one end and a stone fireplace at the other.

As soon as time, tools, and materials were available, the colonists built more permanent dwellings. These homes usually consisted of a one-room frame house, covered with clapboard of shingle and topped with thatched roofs.. At first, chimneys were made of logs and daubed with mud. Obviously, these structures were not too fire-proof, and they were soon replaced with stone or brick.

Times became better and living easier, and the prosperity was reflected in the homes of the colonists. In Virginia, wealthy families remembered the Georgian architecture of their native England. Clever carpenters, using pictures, descriptions, or memory, constructed the two and three story, rectangular homes with their central halls and elaborate stairways. Some Georgian homes were large, with wings extending back from either end. Some had pillars and balconies framing the front entrance. These lovely homes became the symbol of the gracious southern plantations.

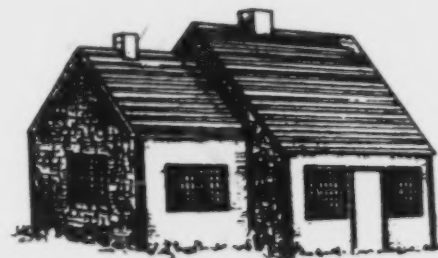
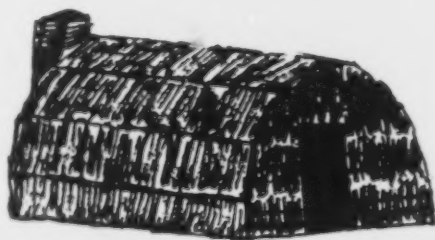
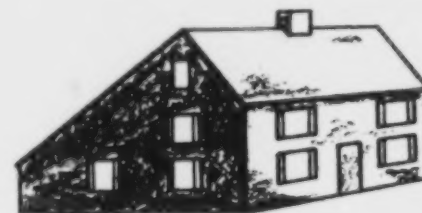
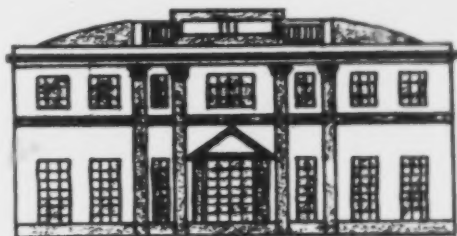
In New England, where life was somewhat Spartan, the homes took on their own special character. One popular style, the salt box house, was originally built in Connecticut. The house was a two-story rectangle. The roof was gabled, and in the rear it continued downward to cover a lean-to kitchen. There was a central chimney and a second chimney at the back for the kitchen.

Secondary Social Studies TITLE: Colonial Architecture	TOPIC: History	Student Information Sheet Page 2	316-520 (610) D
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A second style, peculiar to New England during the colonial years, was the Cape Cod Cottage. This house was also rectangular and had either one or one and one-half stories. The Cape Cod's roof was also gabled and had a central chimney. In the case of the one and one-half story cottage, the one story portion of the house had its own chimney.

In each case, these homes were single family dwellings. In each case, also, architectural style has remained popular through the years. It is not uncommon, today, for a family planning to have a home built to choose plans for a Cape Cod cottage or to ask their architect to incorporate in his design some Georgian lines. We can truthfully say that this country owes much of its architectural heritage to its colonial forebears.

From descriptions in the Student Information Sheet, identify the following examples of colonial architecture:



Take a walking tour of your neighborhood, or some other residential area in your community. Find a house that resembles each of the examples of colonial architecture (Georgian, Salt Box, and Cape Cod Cottage). Write the addresses of each of these homes opposite the style it represents.

The students will identify the roles of government in the free enterprise system from colonial times to the present.
(412) (V)

Secondary Social Studies The Changing Role of
TITLE: Government in a Free Enterprise System

TOPIC: Economics

316-601 (412)

TIME SEGMENT: 1 or 2 weeks

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the roles of government in the free enterprise system from colonial times to the present.

MATERIALS:

Student Activity Sheet
(Master included)
Economics textbooks
Other economic resources in media center

EVALUATION:

Students will be able to summarize the changing role of the government in our free enterprise system from colonial times to the present by writing a script to the teachers satisfaction.

ADAPTATIONS:

Instead of an individual activity this might be developed by a committee or small group of students working together.

PROCEDURE:

To the teacher:

1. This activity requires that the student have a substantial background in the history of economic development in America especially as the role of the government has changed in that economic development.

2. Through reading in economics textbooks, other media resources available in the school, and classroom discussions the student will be prepared to do this activity.

3. Duplicate enough Student Activity Sheets for your class.

4. Read through the assignment with the students to make sure they understand what to do.

5. Allow time for students to complete the activity and for selected students to read scripts in class if desired.



Skills:

316-850

316-875

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies The Changing Role of TITLE: Government in a Free Enterprise System	TOPIC: Economics	Student Activity Sheet	316-601 (412)
			D

To the student: You will need to use your economic textbook along with other resources on economics from the school media center to review the development of our free enterprise system. As you review, notice in particular the role the government has played since colonial times down to the present.

1. You are a reporter for a radio or television station. Your station is doing a series of reports on the American economic system. *Your specific assignment is to prepare a ten minute script for the segment on the role government has played in the free enterprise system from the colonial days down to the present.
2. Write a ten minute script that will tell in an interesting way this part of the program. Be prepared to read your script to the class.
3. Be sure to consider the following points and include them as factors in the changes that have happened in government roles through the years:
 - A. The new American nation was primarily a rural nation of farms to begin with. Did the new government play any kind of role in regulating economics at this point? What did the Constitution provide for in terms of governmental role in economics?
 - B. As the nation grew, and industry began developing a few individuals began accumulating wealth. What about the standard of living of the majority of Americans? Give a specific example or two indicating why it was necessary for the government to play an increasing role in regulation of commerce?
 - C. Be sure to look at the role of government during periods of economic prosperity as well as during times of economic depression.

*Your assignment is to select a specific example of the governments historical role in the free enterprise system in the U.S. from colonial time to now and write a ten minute script for TV or radio.

The students will describe the term "welfare state" and describe possible ramifications. (806) (V)

Secondary Social Studies		TOPIC: Economics	316-602 (806)
TITLE: Welfare State		TIME SEGMENT: 2-3 class periods	D
INSTRUCTIONAL OBJECTIVE: The students will describe the term "welfare state" and describe possible ramifications.		PROCEDURE: To the teacher: This activity can be effectively integrated into units dealing with the "New Deal", the "Great Society", etc.	
MATERIALS: Student Activity Sheet (Master included) Textbook Reference books		1. Identify and prepare resources to be used. 1. Duplicate copies of the Student Activity Sheet. 2. Identify resources available for gathering data concerning social welfare programs in the United States. 3. This activity should be done in small groups. The groups have the advantage of collectively generating and sharing ideas. 4. Establish your management procedures: a. Behavior expected in groups. b. Appoint group chairpersons and define their roles. c. Appoint group recorders and define their roles. d. Set time limits 5. After groups have completed the Student Activity Sheet, have the group recorders report group findings. Summarize findings as they report.	
EVALUATION: The performance and product of the groups will be the basis for the teacher's evaluation.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the student.			
4 2		4 3	

Skills:

316-850

316-853

316-875

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

The nation, Alpha, has the following problems:

1. 20% of the population live in poverty.
2. 12% are unemployed.
3. 25% of the people can not read or write.
4. 35% do not have access to medical help. Infant mortality is high.
5. 10% suffer from malnutrition.

If you happened to be the head of the government, what might you recommend as possible solutions to the problems? How would they be financed? Write your answers on a separate piece of paper.

1. Define the word "welfare".
2. Find out what is meant by the term "welfare state".
3. If your solutions to the problems faced by Alpha were put into effect, would Alpha be classified as a welfare state?
4. The United States has some problems similar to those of Alpha, but not nearly as serious. Find out what programs are available in the United States for the following problems. How are they financed?
 1. Unemployment
 2. Illiteracy
 3. Medical Care
 4. Poverty
 5. Aid for senior citizens
5. Compare programs in the U. S. with your programs for Alpha. How are they similar and different?
6. Would you classify the U. S. as welfare state? Explain your answer.
7. What are some of the arguments for and against government sponsored welfare programs?
8. What alternatives might there be to current programs?

When you have completed this activity, put your paper in the place designated by the teacher.

The students will define the vocabulary used in understanding the free enterprise system such as GNP, standard of living, supply and demand, profit, competition, income, consumer sovereignty, competition, specialization, money, monetary and fiscal policy. (102)

Secondary Social Studies

TITLE: Definition Match-up

TOPIC: Economics

TIME SEGMENT: 15-25 minutes

316-603 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will define the vocabulary used in understanding the free enterprise system such as GNP, standard of living, supply and demand, profit, competition, specialization, income, consumer sovereignty competition, money, monetary and fiscal policy.

MATERIALS:

Student Activity Sheet Pages 1,2
(Masters Included)
Dictionaries
Textbooks

EVALUATION:

The students shall be able to define correctly the vocabulary used in understanding the free enterprise system.

ADAPTATIONS:

This activity may be used as a lead-in to a discussion on the free enterprise system. Have the class correct the activity immediately and use the terms in their discussion.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the class.
2. Before this activity is assigned, establish a background for it through selected readings and class discussion.

G.N.P.

Answer Key:

D- Gross National Product
I - Standard of living
E- Supply and demand
G- Profit
A- Competition

H- Income
J - Consumer sovereignty competition
C- Specialization
F- Money
B- Monetary and fiscal policy

Skills:

316-875

316-850

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

Read over the vocabulary terms. Match the definition to the vocabulary term. Put the letter of correct definition on the line next to the vocabulary term. After you have tried once to identify all of the terms, you may use a dictionary to help you find the meaning of those that you do not know.

____ Gross National Product (GNP)

A. The act of rivaling, competing or trying hard to gain or win something wanted by others.

____ Standard of living

B. A course of action or management in matters of money. Usually used in reference to the government's course of action.

____ Supply and demand

C. Also called division of labor. Each worker concentrates on one job.

____ Profit

D. The total monetary value of all final goods and services produced in a nation during a year.

____ Competition

E. The interplay of the quantity of goods offered for sale at specified prices and the quantity of goods purchased at those prices in a free market.

____ Income

F. Current coin, gold, silver, or other metal made into coins for use in buying and selling, or paper bills that represent gold, silver or other assets issued by a government or authorized public authority.

____ Consumer sovereignty competition

G. Financial gain from a business. Earnings over and above costs.

____ Specialization

H. The money that comes in from property, business, and labor.

Secondary Social Studies

TITLE: Definition Match-up

TOPIC: Economics

Student Activity Sheet

Page 2

316-603 (102)

D

_____ Money

I. The grade or level of subsistence and comfort in everyday life maintained by a group or individual.

_____ Monetary and fiscal policy

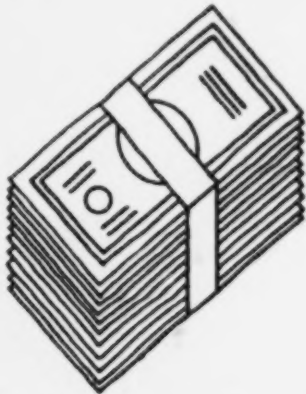
J. A fundamental of capitalism or free enterprise that contains two ideas. The consumer has choice and will vote with his dollars. There exists among the producers of goods and services a rivalry for those dollars.

When you have finished, put your paper in the place designated by your teacher.

46

47

The students will explain how the free enterprise system affords the producer the freedom of choice with regard to how products are produced. (412) (V)

Secondary Social Studies TITLE: Free Enterprise and Production	TOPIC: Economics TIME SEGMENT: 1 class period	316-604 (412) D
INSTRUCTIONAL OBJECTIVE: The students will explain how the free enterprise system affords the producer the freedom of choice with regard to how products are produced.	PROCEDURE: To the teacher: 1. Duplicate the Student Activity Sheet so that there is a copy for each student in the class. 2. Through the use of economic textbooks and other resources and through class discussion, establish a background for the students in the free enterprise system. 3. This activity could be assigned to the entire class at once or it could be selected on an individual basis to be done at any time during the unit on free enterprise.	
MATERIALS: Student Activity Sheets Pages 1,2 (Masters included)		
EVALUATION: Any one of the choices is acceptable. It should be clear in the student's response, however, that he understands that it is the free enterprise system that allows him the choice.		
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class. 410		411

Skills:

316-826

316-850

316-852

316-853

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

From your class discussions or reading on free enterprise you have learned that under this system there is a minimum of government control in the private production of goods. In order for companies to stay in business under free enterprise, the owners must be competitive. They usually make continuous improvements in production and sales. Making the right decisions at the right time is crucial to a healthy business. Underlying free enterprise is the idea that industry will make its own decisions and then must live with the results of the decisions it makes.

Imagine that you are in the following situation. Decide, as you read, what you would do.

You are a professor at a well-known university. You enjoy your teaching. One day you come home from school to find your spouse making candles in the kitchen. There is an interesting array of equipment -- molds, wicks and the like -- and you find yourself helping and enjoying it. You work at the candle making for the next week. You find that it gives you a creative outlet and is so different from your profession that it is actually relaxing.

Over the next few months you enjoy experimenting with and improving the candles. Some lucky accidents give you some beautiful results and you find candle making a fascinating avocation. There are also some dismal failures, but you can always melt them down again.

A friend who owns a gift shop sees your candles and wants to sell them. They sell so well that you feel brave enough to approach other stores. Many stores want to carry your candles and orders begin to come in. You are now handling almost as much business as you can manage. Because you live under the free enterprise system, the government does not prohibit you from starting a business. If you want to make candles in your spare time, you are free to do so.

Also, since you have chosen to go into candle making, the government does not tell you how to make your candles, from whom you must buy your supplies, how many candles you must produce or to whom you must sell them. By now you have become a large enough producer of candles that you compare wholesale prices in industrial catalogs and buy large quantities of candle wax, coloring material, wicks, and scents from those suppliers who can give you the best quality for the lowest price.

Secondary Social Studies TITLE: Free Enterprise and Production	TOPIC: Economics	Student Activity Sheet Page 2	316-604 (412) D
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One day you get a call from one of your customers. A large and expensive department store is finishing the building of two new stores in nearby shopping centers. They need to stock the new stores and place a large order for candles with you. Another customer has mentioned that they will be expanding soon. At the same time you have been going over your books and you realize that you have some decisions to make.

The cost of petroleum products (of which candle wax is one) has risen sharply. You have had to raise your prices slightly to help cover the cost of wax, but in spite of this raise in price, your margin of profit has decreased.

As you see it, you have three choices:

1. You could simply go out of the candle business. After all, you have a good job that you enjoy. If you stopped making candles, there would be time for other activities. You would miss the added income, though. The candle money has allowed you to buy many things for your family that you have wanted and needed.
2. You could continue to produce candles at your current rate. This would have the advantage of your being able to handle the business yourself. It would mean, though, that you would have to turn down the old customers that want to expand. You would not be able to add any new customers.
3. You could expand your business. You have designed a cooling system that would speed up production by 50%. In order to install it, though, you would have to remodel to make room for it. You could enclose the little porch just off your kitchen. The new cooler, which is a flowing water system would require a considerable plumbing job. The remodeling would be expensive, but you feel that it would pay for itself in two years if your sales continue at their current rate. With the increased production you might be able to handle the business by yourself, or you might have to hire a helper. You enjoy the creative part of production but do not enjoy the sales and deliveries as well. Your hired man would likely do the latter. You would probably need to invest in additional molds if you expand.

What will you decide to do? Under free enterprise decisions like these are made every day.

If you had this choice what would you do? On a separate piece of paper (1) write your answer, (2) give your reasons, (3) tell why free enterprise makes your decision possible.
When you have finished, put your paper in the place designated by your teacher.

The students will explain how the freedom of producers to decide how products are produced leads to a production of costs and an income of productivity. (606) (C, V)

Secondary Social Studies

TITLE: Interviewing a Producer of Goods and Services

TOPIC Economics 30 minutes class time plus

TIME SEGMENT: outside time.

316-605 (606)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how the freedom of producers to decide how products are produced leads to a reduction of costs and an increase of productivity.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet (Masters included)
Resources - texts, encyclopedias, articles, etc. to help provide background in free enterprise.

EVALUATION: The student will demonstrate through the interview report that he understands that wise choices in the method of production of goods and services can lead to a reduction of costs and an increase of productivity. This should be done to the teacher's satisfaction.

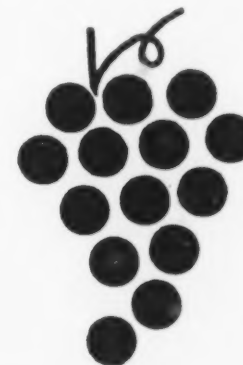
ADAPTATION:

This activity may be done as a group activity by having the person in business or a profession come into the classroom. Questions should be formulated before the visit.

PROCEDURE:

To the teacher:

1. Students should have been given, through class discussion and selected reading, a background in the free enterprise system.
2. Assign the activity. Time should be allowed in class for the student to read through the information sheet. The student should also decide on a person in business or a profession to interview. Interview questions should be formulated.



Skills:

316-850
316-852
316-853

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	Student Information Sheet	316-605 (606)
TITLE: Interviewing a Producer of Goods and Services	TOPIC: Economics	Page 1
		D

In America producers of goods and services are free to choose how these will be produced. Machines that produce these goods and aid in producing these services are constantly being improved. Free enterprise allows on the market a variety of products competing for buyers. This competition leads to improvements in the products offered. The improvements come by the refining of the current products and by new inventions that will either change the products now in use or make possible a totally new product to replace the old.

There have been recent improvements in almost all areas of technology. Especially in the field of electronics in recent years we have seen some of the greatest change. Electronic products have been greatly improved. They are smaller and they cost less than they did a short while ago. This improvement, in turn, allows any business that needs electronic products to use the newer, less costly electronic item in its production of other goods and services.

The use of the new equipment usually means a savings in time and effort, and therefore money, and probably will do as good or better job than the old method. Let us look at an example in which changes in the way that a service is produced can lead to a reduction of costs and an increase of productivity:

An architect is in the business of creating designs for homes and buildings. He takes into consideration the needs and tastes of his client, the estimated cost of the building to be built, the site, and other factors. Then, using this information and his imagination he creates a design. He prepares drawings and a book of instructions, called specifications, for the builder. These may take many months to prepare. Recently there have been machines placed on the market that simplify the work of an architect and his staff. He is usually able to choose from several of the same type machines produced by different companies.

There are machines that can reduce or enlarge a drawing and then reproduce it in the size desired. Let us suppose that the architect needs to draw a stairway on some plans that are being drawn on a scale of $\frac{1}{4}$ inch = 1 foot. He already has a drawing of a stairway that would do well except that it has been drawn on a scale of $\frac{1}{2}$ inch = 1 foot. Instead of spending the time to redraw the stairs at the right scale on the plans, he uses the new machine. He shrinks the drawing of the stairway to $\frac{1}{4}$ inch = 1 ft., pushes the button that makes a print of the stairway, trims the print and attaches it to the new

Secondary Social Studies		Student Information Sheet	316-605 (606)
TITLE: Interviewing a Producer of Goods and Services	TOPIC: Economics	Page 2	D

plans. This machine is very good at producing a site layout of a proposed building. The standard procedure is to have a complete survey made of the proposed building site. This is then drawn up to scale and the proposed building is drawn in. If the new machine were used, an aerial photograph would be obtained from the county offices that have them on file. The machine would bring the photo to the right scale and print it. The proposed building would then be drawn onto the photo.

This machine can save a great many hours of drawing and surveying time. Costs can be cut and production increased.

Besides this enlarging and reducing machine, one of the many available copy machines can save the architect money and increase his output as well. Many parts of the specifications are the same on all buildings. The instructions concerning concrete, for instance, do not change much. Old specifications may be used again. Minor changes are made on the old page and then copied on the copy machine. This method may save hundreds of hours of typing and the new specifications are produced much more quickly and cheaply.

A very sophisticated typewriter system stores specifications on tapes. When desired, a page of the specifications may be viewed on the screen that is like a TV screen. Corrections are made on the screen. When a button is pushed, a print of the corrected page is produced. This system is still rather costly but its purchase would probably be justified if the architect had a huge volume of business.

Computers are available that calculate the stress capacity of beams. Ordinarily this work is done by the designer or his structural engineer. Again, if an architect did a great volume of business a machine of this type would pay for itself.

Architects who handle smaller amounts of work need to review their situation every six months or so because the cost of these machines is decreasing so rapidly.

Secondary Social Studies	Interviewing a	TOPIC: Economics	Student Activity Sheet	316-605 (606)
TITLE: Producer of Goods and Services				D

To the student:

1. Read the Student Information Sheet.
2. In this activity you are to arrange an interview with a local business or professional person. You may wish to choose a dairy or cattle farmer, an attorney, a manufacturer of some product, a service station owner or anyone else in the business world who can give you the information you need. Think of questions you can ask that will help you discover how the choices this person in business has made in the production of his goods or services has led to a decrease in cost and an increase in productivity.
3. It is suggested that you ask questions along the following line:
 Has he changed the way that his goods or services have been produced in the past year?
 If he has, in what way have they been changed?
 Were the changes in management or equipment?
 What improvements have been made through technology that have increased or could increase the productivity of his organization?
 What machines are on the market that could increase the amount of services or goods that he could produce?
 Which machines would pay for themselves in a reasonable period of time?
 Are there some machines that would be nice to have but would be luxuries because they would not pay for themselves?
4. Arrange for an interview.
5. Have the interview.
6. Write a short report after the interview on a separate piece of paper, pointing out the ways that the producer of goods or services, through his choices in production methods, has reduced costs and increased productivity.
7. When you have finished your report, put your paper in the place designated by your teacher.

The students will explain the term "Consumer Sovereignty" and describe the process by which consumers decide what is produced in a free enterprise system. (606) (C, V)

411

410

Secondary Social Studies
TITLE: "Consumer Sovereignty"

TOPIC: Economics

316-606 (606)

TIME SEGMENT: 25 - 35 minutes

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the term "Consumer Sovereignty" and describe the process by which consumers decide what is produced in a free enterprise system.

MATERIALS:

Student Activity Sheet
(Master Included)
Dictionaries
Textbooks

EVALUATION:

The students shall be able to explain the term "Consumer Sovereignty" and describe the process by which consumers decide what is produced in a free enterprise system. These shall be done to the teacher's satisfaction.

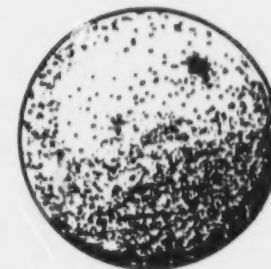
ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. This activity could be used during discussions on free enterprise when the term "Consumer Sovereignty" arises.
2. Duplicate enough Student Activity Sheets for your class.



Skills:

316-826

316-850

414

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

415

To the student:

You may not be able to find the term "Consumer Sovereignty" in the dictionary but by analyzing its parts you will be able to figure out what it means. Look up the meanings of "consumer" and "sovereignty" in the dictionary. When you put them together, you can see that they mean that the consumer has the power.

"Consumer Sovereignty" is the basic determinant of what is produced in a free enterprise system. Business and industry will produce goods and offer services that are in demand. If people do not buy them, these goods and services will cease to be offered. In effect, people vote with their dollars.

As you look around you, you will note that there are thousands of products and services for sale. Some of the products have been on the market for decades. This means that large amounts of people have liked these products well enough to buy them year after year.

Since the needs and tastes of all of us are not the same, there are many products that you will never buy. On the other hand you buy products that others might never purchase. If everyone bought nothing but the same goods and services that you do, there would be some products and services that would sell tremendously well. Other products would soon be off the market.

1. On a separate piece of paper write two lists. The first list should include ten goods or services that you buy regularly. The second list should include ten goods and services that you never buy. (The lists could include toothpaste, shoes, soda pop, or any other products, and such services as haircuts. Be specific. Name brands you buy. Put the proper headings on your lists.)

NOTE: During the coming months and years you might observe what becomes of these twenty products and services. What becomes of them will tell you something about your needs and tastes in relation to those of other consumers.

2. When you have finished, put your paper in the place designated by your teacher.

The students will describe the individual's role in the free enterprise system to include employment, consumption, savings, and credit. (307) (C, V)

419

418

Secondary Social Studies

TOPIC: Economics

TITLE: Your Savings Account

TIME SEGMENT: 2 days

INSTRUCTIONAL OBJECTIVE:

The students will describe the individual's role in the free enterprise system to include employment, consumption, savings, and credit.

MATERIALS:

Resource materials, encyclopedias, texts, etc.

Student Activity Sheet Pages 1,2
(Masters Included)

EVALUATION:

The students shall be able to describe the individual's role in the free enterprise system to include employment, consumption, savings, and credit.

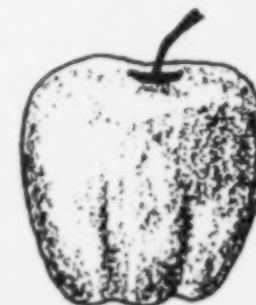
ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Prior to this activity, the students should have a background in the free enterprise system. Through class discussion and directed reading, the students should understand the role of the individual in the system. The discussion should include the contribution of the individual's employment consumption, savings, and credit.
2. Have resource materials available if reading is assigned.



Skills:

316-827

316-850

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

Listen closely to the class discussion, and do the assigned reading on the free enterprise system. Then choose one of the following activities:

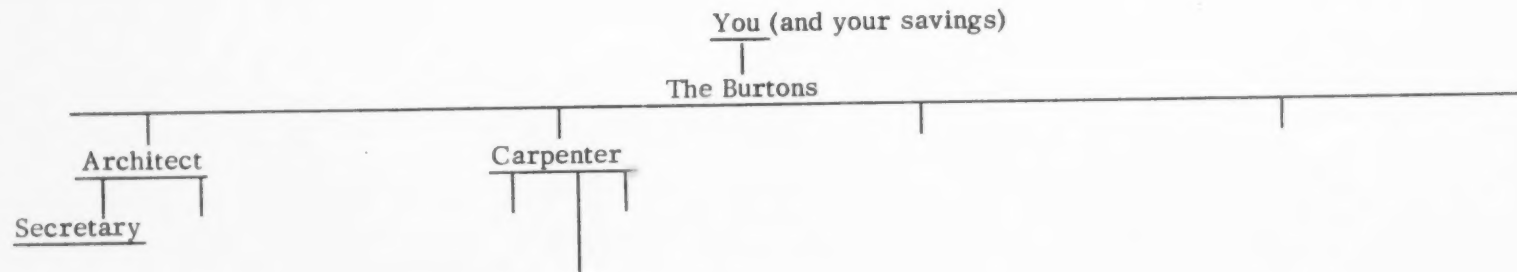
1. Open your own savings account or add to a current one. While you are at the bank, savings and loan, or other financial institution, make out two deposit slips. One will need to be turned in to the cashier with your deposit. The second deposit slip will be turned in to your teacher for credit for this activity. Be sure that the second one has your name and account number on it. In addition, the code number 316-607 (307) should be placed in the upper right hand corner. Put your deposit slip in the place designated by your teacher.
2. Imagine that you have just put some money into a savings account. Your deposit, along with the money of other depositors is lent by your savings and loan association to the Burton family who will remodel their kitchen with the money. In the remodeling, an architect will be involved. He employs one draftsman and a secretary. The remodeling will include new cabinets that will be custom-made by a mill that employs three workmen besides the owner. The mill buys its hardwood from a company in Georgia. The Burton's carpenter who will do the remodeling has one assistant. A plumber will install the new sink and dishwasher. There will be new kitchen appliances made by a national company, who buys its steel from a major steel company.

You can see that your savings, combined with the money of others, has become part of the free enterprise system.

On a separate piece of paper, name twenty-five people whose lives will be affected by your savings. Use your imagination. Feel free to give the architect's secretary a cat who eats great quantities of cat food, or have the plumber or mill owner take milk delivery from a local dairy. You might also wish to have a floor man lay tile in the Burton's new kitchen.

Use the following format:

TITLE: Your Savings Account

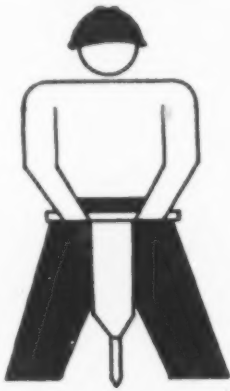


When you have finished, put your paper in the place designated by your teacher.

The students will explain the role of labor unions in the free enterprise system. (108) (C, V)

459

458

Secondary Social Studies		TOPIC: Economics	316-608 (108)
TITLE: Labor Unions		TIME SEGMENT: 1 week	D
INSTRUCTIONAL OBJECTIVE: The students will explain the role of labor unions in the free enterprise system.		PROCEDURE: To the teacher: 1. Discuss labor unions with the class. Provide background information to the students about the origins and importance of labor unions. The students must know something about how labor unions work before they can do the activities. Discuss the labor union information with the students. Assign the activities and explain them to the students. Allow class time for any activity that requires it. 2. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.	
MATERIALS: Student Information Sheet Student Activity Sheet (Masters included) Resource books Textbooks			
EVALUATION: The students will complete the assigned activity to the satisfaction of the teacher.			
ADAPTATIONS: This material could be put in a learning center.			
460		461	

Skills:

316-825
316-850
316-878
316-881

462

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

463

Secondary Social Studies TITLE: Labor Unions	TOPIC: Economics	Student Information Sheet	316-608 (108) D
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Labor unions are groups formed to help their members obtain better working conditions and wages. As America became more industrialized, more and more workers found themselves in the same situation. Large companies and large working class sections of town showed workers that they had to join together. If they didn't, they had no united voice in company policy making. Companies could easily victimize the individual laborer, but they had to respond to unions.

Unions began in the early nineteenth century, and by the end of the century they had been organized in many industries. Large corporations had been formed, and the result was the organization of labor unions to aid workers. Often, however, workers themselves were oblivious to the need for unions. The influx of immigrants also caused problems, because these people were often farmers who had no interest in anything besides supporting their families.

The history of labor unions is long and sometimes bloody. It is also fascinating.

Secondary Social Studies
TITLE: Labor Unions

TOPIC: Economics

Student Activity Sheet

316-608 (108)

D

To the student:

Read the information sheet and do as many activities as you are assigned by your teacher. Any written activities should be done on a separate piece of paper.

1. Invite a labor union representative into your classroom to discuss his union. Have the class take notes on his talk.
2. Invite a businessman into your classroom to talk about what labor unions do to his business. Have the class take notes on his talk.
3. Read about labor unions in a resource book. Make a written or oral report of one page to your class.
4. Have a mock debate about labor unions. Organize one team to support the need for labor unions and the other to favor more control of labor unions.
5. Look in your history textbook, and pick one episode about labor unions about which you could write a short story. Create a plot and characters, and write a story of 500 words.

When you have completed this activity, put any written work in the place designated by your teacher.

The students will explain the functions of the proprietorship, partnership, cooperative, and corporation in the free enterprise system. (108) (C)

Secondary Social Studies Proprietorships,
TITLE: Partnerships, Cooperatives and Corporations

TOPIC: Economics
TIME SEGMENT: 2 days

316-609 (108)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the functions of the proprietorship, partnership, cooperative and corporation in the free enterprise system.

MATERIALS:

Texts, encyclopedias, etc.

EVALUATION:

The students will demonstrate their understanding of the four types of businesses by bringing to class the names of one of each type in the community.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Through class discussions and through selected reading from textbooks, encyclopedias and other sources, the class should be given a background in proprietorships, partnerships, cooperatives, and corporations and how they fit into the free enterprise system.
2. Have every student find an example of each of the four types of businesses in the community. Each student should list one proprietorship, one partnership, one cooperative, and one corporation.
3. Allow the students two days to complete the assignment.
4. At the end of the allotted time, the names of various businesses should be posted by category. Have a student act as scribe at the blackboard while the names of the community's partnerships, cooperatives, etc. are read off by the students.

John & Mary Doe	941
Owner	Signature
City, State	
Pay to the order of _____ \$ _____	
_____ Dollars	
Bank _____	
for _____	
DATE _____	

470

471

Skills:

316-850

316-875

316-878

472

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

473

The students will discuss the stages of the business cycle, define relevant terms, and list practices which the government uses to influence the economy. (410)

475

474

Secondary Social Studies
TITLE: Business Cycles

TOPIC: Economics
TIME SEGMENT: 1 week

316-610 (410)

D

INSTRUCTIONAL OBJECTIVE:

The students will discuss the stages of the business cycle, define relevant terms, and list practices which the government uses to influence the economy.

MATERIALS:

Student Activity Sheet (Master included)
Economics textbooks
Economic resources from the media center

EVALUATION:

Students will identify to the teacher's satisfaction the four phases of the business cycle using the vocabulary of the textbook or sources available in the classroom. Students will also be able to identify where American business is in relation to the cycle at the present time.

ADAPTATIONS:

Students could be divided into small groups to work collectively on this activity.

PROCEDURE:

To the teacher:

1. In order to complete this activity, the student will need to do a considerable amount of reading in economic textbooks, other economics books from the media center, and participate in classroom discussions, take notes on lectures provided by the teacher.
2. The terminology concerning business cycles differ from text to text. An attempt has been made to combine some of the most common terms from several sources in this activity.
3. The World Book Encyclopedia provides one of the best explanations of the business cycle.
4. After students have received the necessary background, the activity may be done independently.



Skills:

316-850

316-875

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student: After you have read in economics textbooks, other economic resources from the media center, encyclopedias or other resources available in your school, do the following activities and put your paper in a place designated by your teacher.

1. Vocabulary: Below are some terms related to the business cycle. There may be some overlapping of these terms as different authors use different terms to describe the same activity. Using the resources you have available, write your own definition for each term on a separate piece of paper.

- a. Business cycle
- b. Expansion
- c. Recession
- d. Recovery
- e. Contraction
- f. Upturn
- g. Prosperity
- h. Depression

2. Look back through newspapers of the last week, or keep track of current newspaper articles for one week and make a scrapbook of economic oriented articles. From what is being written currently what part of the business cycle would you say American business is in at the present time? What evidence do you see to back up your thinking? Write down your answers.

The students will describe the various aspects of the production of goods and services in a free enterprise system to include the effects of supply and demand on production, the production cycle, and the production differences between goods and services. (606) (C)

Secondary Social Studies	TOPIC: Economics	316-611 (606)
TITLE: Producing Goods in a Free Enterprise System	TIME SEGMENT: 30 to 40 minutes	D
INSTRUCTIONAL OBJECTIVE: The students will describe the various aspects of the production of goods and services in a free enterprise system to include the effects of supply and demand on production, the production cycle, and the production differences between goods and services.	PROCEDURE: To the teacher: 1. This activity requires that the student have a substantial background in economics. It could be used as part of the culmination of a unit on the free enterprise system. 2. Through readings in economics textbooks, other media resources available in the school, and discussions, the student will be prepared to do this activity. 3. Duplicate enough Student Activity Sheets for your students. 4. Read through the sheet with the students to make sure they understand the assignment. 5. Allow time for students to complete the activity.	
MATERIALS: Student Activity Sheet (Master included) Economic textbooks, other economic resource materials.		
EVALUATION: Students will be able to relate aspects of production to a hypothetical business to the satisfaction of the teacher.		
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.		

Skills:

316-850

316-875

456

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

457

Secondary Social Studies	TOPIC: Economics	Student Activity Sheet	316-611 (606)
TITLE: Producing Goods in a Free Enterprise System			D

To the student:

Your hobby of candle-making has the potential of becoming a productive small business. Two local gift shops have expressed an interest in marketing your product. You have the capacity of making a large supply of these candles right in your home. Answer the following questions on a separate piece of paper:

1. What raw materials (resources) will you need to engage in this business?
2. What labor supply will be needed?
3. What capital outlay will be needed to get the business started?
4. How will you determine the price customers will pay for your candles?
5. As the demand for your product increases, what changes in labor supply will have to be made?
6. What will the demand do to your prices?
7. Suppose now with increased production you find yourself with more candles produced than you can sell. What adjustment might you have to make to the price your candles sell for in order to sell more candles?

When you have finished the activity, put your paper in the place designated by your teacher.

The students will describe the significant role banking plays in the free enterprise system. (410) (C)

491

490

TITLE: Interview with a Banker

TIME SEGMENT: 40 minutes

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the significant role banking plays in the free enterprise system.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials, encyclopedias,
texts, etc.

EVALUATION:

The students will be able to describe in a paragraph or outline form the significant role banking plays in the free enterprise system. This should be done to the teacher's satisfaction.

ADAPTATIONS:

This could be a group interview, with the banker coming into the classroom. The students could ask him questions that have been formulated beforehand.

PROCEDURE:

To the teacher:

1. Before the student does this activity, he should be given some background on banking. A discussion or reading assignment from a text or encyclopedia is suggested. The student should understand the basics of free enterprise as well in order to see how money operates in the system.
2. There may be some specific questions that the teacher wishes to be included in the interview with the banker. These should be suggested to the student.



Skills:

316-850

316-878

316-881

494

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

495

Secondary Social Studies TITLE: Interview with a Banker	TOPIC: Economics	Student Activity Sheet	316-612 (410) D
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To the student:

1. Get to know about basic banking operations through discussion or reading. Then, make an appointment with a local banker for a brief interview.
2. In class before the interview, make a list of the questions you will ask so that you can make the most of your time and that of the banker. Keep in mind that the objective of this activity is for you to understand the significant role that banking plays in the free enterprise system. You will then want to ask the banker questions that will bring out his view of that role.
3. For example, you may wish to ask the banker how his bank makes money available for private business. You might want to know in what ways he feels that his bank has contributed to the community. You may wish to ask about interest rates and their effect on banking. You might want to know about the function of the Federal Reserve Board and any other government agency that affects the flow of money. Does the banker feel that there is too much government regulation? Does he feel that there is too little?
4. After you have some information on banking, formulate six to ten questions on banking that will help you understand role banking plays in the free enterprise system. In addition, ask for information in which you are interested.
5. Have the interview. Make it thorough, but as brief as possible.
6. After the interview, write a summary of the information in paragraph or outline form.
7. Put your summary in the place designated by your teacher.

The students will analyze the difference between the capitalist, socialist, and communist economic systems.
(108) (V)

Skills:

316-826

316-850

316-875

Evaluation and Comments on Activity:

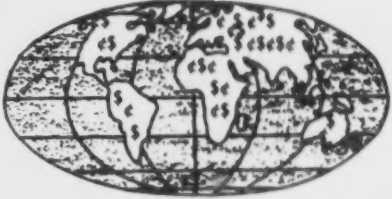
Students: _____

Teacher: _____

To the student:

1. You are a writer in Eastern Europe. Your government has not been able to suppress an unpublished newsletter that is circulated among the writing community. You have just returned from a visit to some western capitalist nations. You are asked by the editor of the newsletter to write an editorial comparing the economic system of capitalism with that in your own communist country. If you need help with the basic tenets of the systems, consult an encyclopedia, textbook, or other source.
2. In your editorial, compare the underlying principles of each system. Tell what you observed in the western nations as far as the way industry and business are owned, operated, and regulated. Tell how industry and business are run in your own country. You have seen that labor unions have different roles under the two systems. Tell about these. Since this is an editorial, give your opinion. What aspects of the capitalist economic system do you like? What aspects of the communist economic system do you like? Can you think of one small change that would modify your country's economic system in the direction of free enterprise that might be allowed by the communist government.
3. When you have finished, put your paper in the place designated by your teacher.

The students will describe the effect of the world economic system on our free enterprise system. (606) (I, V)

Secondary Social Studies TITLE: World Economics and the USA	TOPIC: Economics TIME SEGMENT: 1 class period	316-614 (606) D
INSTRUCTIONAL OBJECTIVE: The students will describe the effect of the world economic system on our free enterprise system.	PROCEDURE: To the teacher: 1. This activity should come at the end of a unit on international trade. Students should already have a background in exports, imports, the world economy, and free enterprise. Explain the activity to the students. Familiarize them with the resource materials they'll use. You may wish to have them give their reports orally as well as prepare their materials to hand in. 2. Duplicate enough Student Activity Sheets for the students.	
MATERIALS: Student Activity Sheet (Master included) Resource materials		
EVALUATION: The student will be able to explain the impact of an export and import on the U.S. economy to the satisfaction of the teacher.		
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class. 508		509

Skills:

316-850
316-852
316-875
316-878

510

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

511

Secondary Social Studies	TOPIC: Economics	Student Activity Sheet	316-614 (606)
TITLE: World Economics and the USA			D

To the student:

American businessmen compete for business based on price asked, usefulness of the product, and quality of the product. Sometimes other countries have better raw materials, improved production techniques, higher quality products, etc. which give them an advantage. The automobile industry is an excellent example of how foreign business can compete effectively with the American market. Less expensive labor in Hong Kong and Taiwan is another example of how foreign advantages can influence American production. Many American industries simply cannot compete with the cost of foreign goods.

No nation can be economically self-sufficient. The United States, like other countries, relies heavily on trade with other nations. This international trade greatly influences international relations. Sometimes the trade promotes understanding and international friendships; sometimes it causes friction. Recently, for example, Japanese car imports have made it hard for American car makers to sell automobiles.

Using resource materials, on a separate piece of paper, write a report on the three following items:

1. Choose one product or natural resource which is imported to the U.S. Find out where it comes from, how it is produced, how much it costs, and how it is used. If it is also manufactured in America, compare figures.
2. Choose an export which is similar to the above import and find out where it is sent, how much it costs, and how it is used.
3. Draw any conclusions you can about U.S. imports and exports. Prepare a chart to show your findings. What impact do these imports and exports have on the U.S. economy?
4. When you have completed your activity, put your paper in the place designated by your teacher.

The students will present evidence and logic which advocates the preservation of the free enterprise system.
(V,I)

Secondary Social Studies		TOPIC: Economics	316-615
TITLE: Advantages of Free Enterprise		TIME SEGMENT: 1 class period	D
INSTRUCTIONAL OBJECTIVE: The students will present evidence and logic which advocate the preservation of the free enterprise system.		PROCEDURE: To the teacher: 1. Duplicate enough of the Student Activity Sheet for your students. 2. This activity should be done at the conclusion of the unit on free enterprise. At this point, the students should have had discussions and should have done reading from economic textbooks, encyclopedias, and other sources on free enterprise. They should have also completed other activities on the subject. From these, the students should have an understanding of the advantages of the free enterprise system.	
MATERIALS: Student Activity Sheet (Master included) Textbooks, encyclopedias, other reference sources			
EVALUATION: The students will present reasons why the free enterprise system should be preserved, and quote at least three sources that support the reasons. These should be done to the satisfaction of the teacher.			
ADAPTATIONS: This activity could be assigned to the group as a whole as a summary activity.			

Skills:

316-850

316-875

518

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

519

To the student:

1. From your discussions and reading, you have been presented with information that would lead you to believe that free enterprise, even though it is not trouble-free, is a workable and beneficial system of economics.
2. On a separate piece of paper, write down as many advantages of the free enterprise system as you can. Give the reasons why you believe that this system should be preserved. Wherever possible, quote the source of information that you use in your reasoning. (There should be a minimum of three sources.)
3. When you have finished, put your paper in the place designated by your teacher.

The students will describe the structure of the federal, state, and local governments by

- a. Naming the three branches of the state and federal government
- b. Stating the number of senators and representatives authorized for their state
- c. Distinguishing between a democratic and socialistic form of government (V)
- d. Naming the document that outlines the structure of local, state, and federal governments
- e. Identifying where cities and states get their authority to act
- f. Identifying the title of the chief executive officer at each level of government (102) (P)

Secondary Social Studies

TITLE: Some Basics in Government

TOPIC: Political Science

TIME SEGMENT: 1 or 2 class periods

316-701 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the structure of the federal, state, and local governments by

1. naming the three branches of the state and federal government.
2. stating the number of senators and representatives authorized for their state.
3. distinguishing between a democratic and socialistic form of government.
4. naming the document that outlines the structure of local, state, and federal government.
5. identifying where cities and states get their authority to act.
6. identifying the title of the chief executive officer at each level of government.

MATERIALS:

Student Activity Sheet (master included)

EVALUATION:

The students will demonstrate their understanding of the structure of government by completing the activity with 80% accuracy.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Through assigned reading in texts, encyclopedias, and other sources and through class discussion, the students should be given a background in those basics of political science that are included in the Educational Objective and the Student Activity Sheet.
2. Duplicate copies of the Student Activity Sheet so that there is a copy for each student as needed.
3. This activity sheet is to be used as a check to determine if the students understand the information on political science in the objective.



Key:

1. Executive, Legislative, Judicial
2. (In Utah) 2 senators (names of current senators)
2 representatives (names of current representatives)
(The number of representatives is subject to change as a result of census.)
3. a. Democratic
b. Socialistic
4. Local: city charter as provided by the state constitution
State: State Constitution
Federal: United States Constitution
5. Amendment 10 of the Constitution
6. Federal: President (name of current president)
State: Governor (name of current governor)
Local: answers may vary -- Mayor, City Manager, etc. (name of current official)

Skills:

316-850

526

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

527

Secondary Social Studies**TITLE:** Some Basics in Government**TOPIC:** Political Science

Student Activity Sheet

316-701 (102)

D

To the student:

Answer the following questions:

1. Name the three branches of the state and federal government. _____, _____, _____

2. How many senators are authorized for your state? _____ How many representatives? _____

Name them. _____

3. What types of government are the following?

a. This form of government is run by the people who live under it. This is done either directly, as in town meetings, or indirectly by elected representatives. _____

b. This type of government is characterized by the major means of production and distribution of goods being owned, managed, and controlled by the state. _____

4. Name the documents that outline the structure of local, state, and federal governments.

Local: _____

State: _____ Federal: _____

5. Where do cities and states get their authority to act? _____

6. What is the title of the chief executive officer on the federal level? _____ Give his name: _____

_____ On the state level? _____ Give his name: _____

What is the title of your local executive officer? _____ Give his name: _____

The students will describe the major functions performed by the federal, state, and local governments by

- a. Explaining how laws are passed
- b. Explaining who can veto legislation
- c. Explaining who determines if a law is constitutional
- d. Explaining how laws are changed
- e. Explaining who is responsible for carrying out the laws (412) (V, P)

Secondary Social Studies

TITLE: That's the Law

TOPIC: Political Science

TIME SEGMENT: 1 period

316-702 (412)

D

INSTRUCTIONAL OBJECTIVE

The students will describe the major functions performed by the Federal, State, and local governments by a. explaining how laws are passed, b. explaining who can veto legislation, c. explaining who determines if a law is constitutional, d. explaining how laws are changed, e. explaining who is responsible for carrying out the laws.

MATERIALS:

Student Information Sheets Page 1-2
Student Activity Sheet (Masters included)
Other library resource books

EVALUATION:

The student will be able to list the functions in writing of Federal, State, and Local governments related to law.

ADAPTATIONS:

This could be put in an interest center.

PROCEDURE:

To the teacher:

1. The students will need to understand the three branches of government and the following terms: administer, execute, enforce the law, defend the Constitution, interpret the law, simple majority. The Student Information Sheets give a general overview of the legal role of federal, state, and local governments, but supplemental material will be needed.
2. Duplicate enough Student Information Sheets for those participating.
3. Decide which activities to assign to the students.



Skills:

316-875

316-878

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Federal Government

The President of the United States has a primary responsibility to administer, execute, and enforce the law. In his oath of office, he swears to "... preserve, protect, and defend the Constitution of the United States." The Constitution also says, in Article II, Section 3, that he "shall take care that the laws be faithfully executed."

The executive branch, of which the President is head, also interprets the law. Congress writes laws in broad terms, but the President and his co-workers decide the details. They interpret what the law will actually mean. For example, the immigration laws say that all who want to live in America must be able to read. Someone would have to decide how well aliens must read, etc. Those kinds of details are decided by employees of the Naturalization Service in the Department of Justice.

The Congress of the United States is responsible for making laws. No other group or person can do this. It generally passes acts which are general policies. Other government groups add the details to these acts.

The President of the United States has the power to veto any act of Congress. With a two-thirds vote, congress can still pass the legislation over the Presidential veto.

The Supreme Court exercises the highest power to interpret and apply law. The court rules on the interpretation of laws in cases brought to them.

State Government

The governor of each state is responsible for executing, administering, and enforcing the law. He/she also has the right to veto laws passed by the state legislature.

Every state has a court system. The various courts settle disputes and protect the rights of individuals. The Utah Supreme Court decides on the legality of state laws.

Local Government

Salt Lake City has a mayor/council form of government. The council is comprised of seven people, one from each

city district. The mayor and council have the legislative power of the city government. They make the laws and ordinances.

Many laws or amendments are suggested by a branch of city government. They submit their ideas through the mayor's office. The mayor reviews it and forwards it to the city attorney's office. A lawyer(s) prepares the law and sends it to any department which would be directly affected by it. These departments make recommendations and send them to the mayor. The mayor makes his decision on the law and submits it to the city council.

The council votes on all laws and ordinances. A simple majority can pass a law. The mayor can veto the law, but the council can pass it over his veto by a two-thirds majority vote.

Council members can also introduce new laws or amendments to existing laws.

The Salt Lake City Council meets in a public meeting with the mayor, weekly. Laws are enforced by the courts.

To the student: After reading the Student Information Sheet, do the activities which your teacher assigns you to do.

1. Make a chart to show your class this information about law.
2. Write a letter to someone in a foreign country explaining how laws are made in America.
3. Invite your local state senator to explain how laws are made in Utah.
4. Read more about the Constitution and Supreme Court in your textbook or another resource book. Make a written or oral report to your class.

The students will describe how to participate in government at all levels by

- a. explaining how to register to vote (V)
- b. explaining how to cast a ballot (V)
- c. explaining where to find their voting district number (V)
- d. listing the names of the state and federal representatives for their district (V)
- e. identifying the purpose of a public hearing (V)
- f. finding where to call or write letters expressing opinions or directing inquiries on official actions (V)
- g. describing the functions of the committee system (V)
- h. describing the nature and purpose of lobbying (412) (V)

Secondary Social Studies**TITLE:** Be Involved**TOPIC:** Political Science

316-703 (412)

TIME SEGMENT: Depending upon activity chosen

D

INSTRUCTIONAL OBJECTIVE:

The student will describe how to participate in government at all levels, by:

- a. explaining how to register to vote.
- b. explaining how to cast a ballot.
- c. explaining where to find their voting district number.
- d. listing the names of the state and federal representatives for their district.
- e. identifying the purpose of a public meeting.
- f. finding where to call or write letters expressing opinions of directing inquiries on official actions.
- g. describing the functions of the committee system.
- h. describing the nature and purpose of lobbying.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Resource books and periodicals

EVALUATION:

The student shall complete the activity to the satisfaction of the teacher.

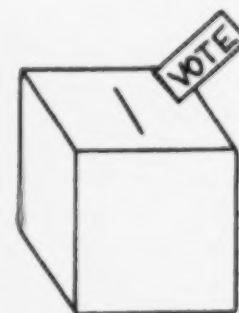
ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets as needed.
2. Before the activity is assigned, a proper background should be established through selected readings, class discussion.



Skills:

316-825

316-827

316-875

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

How to Register to Vote

You can register to vote by sending in a mail form. These registration forms are available in post offices, the county clerk's office, as well as some banks and libraries. You can fill out the form in person or mail it in. An envelope is provided with the mail-in forms. The county will send a verification of your district when they get your form. If you do not vote with some regularity, your name is taken off the voting record and you must register again. Voting district agents can register you in their homes three days before primary and general elections.

When you will not be able to vote because of illness or being out of town, you can vote in person the 15 days before the election. Absentee ballots are available in the largest Utah communities at county election offices.

You can also request an absentee ballot and mail in your vote. If you don't have an official "request for absent voter ballot" form, write the county clerk's office and request a ballot. Include your legal name, address, voting district (if you know it), and signature. The signature is extremely important.

Legislative Districts

The County Clerk's office can tell you your senate and representative districts. They can also tell you the names of your state and federal representatives.

Public Meetings

There are many types of public meetings. Their purpose is to allow various community groups and individuals to express their opinions. Public meetings act as a forum for many ideas, and they are an extremely important part of our democratic form of government.

Letters of Opinion

Newspapers always welcome letters to the editor, and state and federal representatives should receive letters from their constituents.

The state offices can give you an address for your state representatives; federal representatives have

Secondary Social Studies	TOPIC: Political Science	Student Activity Sheet	316-703 (412)
TITLE: Be Involved			D

offices in the capital city or the state and can be reached through that office.

Lobbying

Lobbying is an increasingly important function. It means that businesses or other special interest groups hire people to represent their interests with legislators. Simply stated, the lobbyists (those hired by a company or group) get acquainted with law makers and legislation they're proposing). The lobbyists explain to legislators why they should take a certain stand on laws. Lobbyists try to convince legislators that the stand most supportive of a particular interest group is the stand the lawmaker should take. Lobbying is big business on both federal and state levels.

How to Cast a Ballot

There are several ways to cast a ballot. When you go to vote in your district, you will receive your ballot from the district voting officials. You then go into the voting booth to actually fill out the ballot. Computerized voting machines are generally used now, so the ballots must be punched out. For recording purpose a stub on the ballot is removed before you place your ballot in the ballot box.

How to Find your Voting District

Voting districts are geographic divisions. If you don't know yours call the county clerk's office and they can tell you. They have a book of computer print outs. They can look up a street number and tell you the voting district, legislative districts, school district, and county precinct.

Secondary Social Studies TITLE: Be Involved	TOPIC: Political Science	Student Activity Sheet	316-703 (412) D
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To the student:

Choose and complete one of the following activities:

1. Look in current periodicals and books to get more information about lobbying and how it works. Write a one page report on a separate piece of paper.
2. Write a letter to a federal legislator in your district commenting on something you feel strongly about in your area. Put a copy of your letter in the place designated by your teacher.
3. Write a letter to the editor of your school or city newspaper. Put a copy of your letter in the place designated by your teacher.
4. Attend a public meeting and write a one-page report about it.
5. Arrange with your teacher to hold a mock public meeting. Assign various students current local issues to be raised by them. Make an outline of issues and time allotted for each issue. Choose someone to preside at the meeting and keep the discussion flowing. Write a summary of the discussion.

The students will describe the processes by which government officials are elected, appointed, or removed from public office by

- a. describing how officials are nominated. (V)
- b. discussing the election processes. (V)
- c. explaining the appointive powers of the president, governor, and mayor.
- d. explaining the review and approval powers of the senate and councils
- e. describing the function of the civil service system.
- f. defining recall.
- g. defining impeachment.
- h. describing where government officials get their power to act. (307) (V)

Secondary Social Studies

TITLE: Nominating and Appointive Process

TOPIC: Political Science

TIME SEGMENT: 2 class periods

316-704 (307)

D

INSTRUCTIONAL OBJECTIVE:

From a list of officials, the students will identify which are elected and which are appointed.

MATERIALS:

Student Activity Sheet
Answer key
(Masters included)
Textbook
Encyclopedia

EVALUATION:

Completion of the activity sheet to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may wish to have the students correct their own papers using copies of the answer key.

PROCEDURE:

To the teacher:

1. Integrate this activity into a unit on the electoral process making certain that any prerequisite learning experiences have been completed.

2. Duplicate Student Activity Sheets or write questions on the chalk board. Data concerning local election processes may not be available in materials to which students have access.

In this case such data should be integrated into class lecture or through resource speakers, interviews with local party officials, etc.



Skills:

316-850

316-875

558

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

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Secondary Social Studies	TOPIC: Political Science	Student Activity Sheet	316-704 (307)
TITLE: Nominating and Appointive Process			D

To the student:

Some officials in government are elected while others are appointed. Those who are elected are first nominated to be candidates for office. To examine the processes answer the following questions on a separate piece of paper:

1. Which of the following office holders are elected?
2. Which of the following are appointed?
3. Tell how each of the elected officials is nominated to be candidates.
4. Tell the process each appointed official goes through to hold office.
 - a. President of the United States
 - b. Attorney General of the United States
 - c. United States Senator
 - d. Mayor of your town or city
 - e. Board of Education of your state and local school district
 - f. Ambassador to France
 - g. Attorney General of your state
 - h. Justice United States Supreme Court
 - i. Justice Supreme Court of your state
 - j. Governor of your state

After you complete the activity, put your paper in the place designated by your teacher.

Secondary Social Studies	TOPIC: Political Science	Answer Key	316-704 (307)
TITLE: Nominating and Appointive Process			D

1. Elected

President
United States Senator
Governor
Mayor
Board of Education Member
Justice of Utah Supreme Court
Attorney General of Utah

2. Appointed

Attorney General of U.S.
Ambassador to France
Justice of U.S. Supreme Court

3. Nomination process.

- a. The President is nominated by delegates to the national nominating convention of his party.
- b. To become a United States senator from Utah, candidates have their names placed in nomination at the convention of their party. If a candidate receives the votes of 70% of the delegates, he becomes the candidate of the party. If no candidate receives the required percentage of votes, the names of two candidates with the most delegate votes are placed on the ballot for the primary election. The candidate who wins the primary election becomes the official candidate for the general election.
- c. Elections for mayor and other elected city officials are supposed to be non-partisan (political parties are not involved), therefore, conventions are not used for nominating candidates. Candidates must obtain on a petition the signatures of a required number of voters and meet other legal requirements. Names of the qualified candidates are placed on the ballot for the primary election. The two candidates with the most votes in the primary election are placed on the ballot for the general election.
- d. The election process for the board of education is similar to that of the mayor.
- e. Election to the Utah Supreme Court is non-partisan so the process is similar to that of the mayor.
- f. The election process for governor is the same as for U.S. Senator.

4. The appointed officials listed are appointed by the President; however, they must also receive the approval of the U.S. Senate.

The students will describe their rights under the law by

- a. Locating the source of individual rights and freedoms (V,P)
- b. Describing minority rights (V,P)
- c. Explaining the appeal process (V,P)
- d. Describing the purpose and availability of grievance procedures (V,P)
- e. Defining due process (V,P)
- f. Explaining all other rights of the accused (307) (V,P)

Secondary Social Studies TITLE: Rights Under Law		TOPIC: Political Science TIME SEGMENT: 2 class periods	316-705 (307) D
INSTRUCTIONAL OBJECTIVE: The students will identify sources of rights in the state and federal constitutions and will examine how minority rights are protected.		PROCEDURE: To the teacher: This activity should be integrated with a study of the Constitution 1. Students must have access to copies of the Utah State Constitution and the Constitution of the United States. If the Utah Constitution is not available, replicate copies of Student Information Sheets.	
MATERIALS: Textbooks Student Information Sheets Pages 1-6 (Masters included)		2. In each document, have students locate the articles and/or sections that have to do with rights. (U.S. Constitution - The Bill of Rights and amendments 13, 14, 15, and 19, 23, 24, and 26. Utah Constitution - Articles I, III, IV, X-section 1, 12; Article XII, section 19; Article XXII, section 2.)	
EVALUATION: Completion of tasks to the satisfaction of the teacher.		3. Have the students compare the rights stated in each document by noting similarities and differences.	
ADAPTATIONS: This activity may be adapted to fit the needs of the class.		4. If you have a copy of the "Bill of Rights" from the current Soviet Constitution, you might, as an option, have students compare the American statements with those of the Soviets. Bring out the differences in the enforcement of rights. 5. Ask students how minority rights differ from those held by the rest of citizens. Bring out that rights are the same. 6. Have the students define minority groups by giving examples of such groups. Bring out that most citizens belong both to majority and minority groups. 7. Have students identify minority groupings they belong to. (teenager, ethnic, racial, religious, political, etc.) 8. Have the students explore how the Fourteenth Amendment of the Federal Constitution has been used to protect minority rights. Look at such areas as voting, housing, education, and employment.	

Skills:

316-850

316-875

316-881

568

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

569

To the student:

CONSTITUTION OF UTAH

Preamble

Grateful to Almighty God for life and liberty, we, the people of Utah, in order to secure and perpetuate the principles of free government, do ordain and establish this CONSTITUTION.

Article I - Declaration of Rights

Section 1 - Inherent and inalienable right. All men have the inherent and inalienable right to enjoy and defend their lives and liberties; to acquire, possess and protect property; to worship according to the dictates of their consciences; to assemble peaceably, protest against wrongs, and petition for redress of grievances; to communicate freely their thoughts and opinions, being responsible for the abuse of that right.

Section 2 - All political power inherent in the people. All political power is inherent in the people; and all free governments are founded on their authority for their equal protection and benefit, and they have the right to alter or reform their government as the public welfare may require.

Section 3 - Utah inseparable from the Union. The State of Utah is an inseparable part of the Federal Union, and the Constitution of the United States is the supreme law of the land.

Section 4 - Religious liberty. The rights of conscience shall never be infringed. The State shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; no religious test shall be required as a qualification for any office of public trust or for any vote at any election; nor shall any person be incompetent as a witness or juror on account of religious belief or the absence thereof. There shall be no union of Church and State, nor shall any Church dominate the State or interfere with its functions. No public money or property shall be appropriated for or applied to any religious worship, exercise or instruction, or for the support of any ecclesiastical establishment. No property qualification shall be required of any person to vote, or hold office, except as provided in this Constitution.

Section 5 - Habeas corpus. The privilege of the writ of habeas corpus shall not be suspended, unless, in case of rebellion or invasion, the public safety requires it.

Section 6 - Right to bear arms. The people have the right to bear arms for their security and defense, but the Legislature may regulate the exercise of this right by law.

Section 7 - Due process of law. No person shall be deprived of life, liberty, or property without due process of law.

Section 8 - Offenses bailable. All prisoners shall be bailable by sufficient sureties, except for capital offenses when the proof is evident or the presumption strong or where a person is accused of the commission of a felony while on probation or parole, or while free on bail awaiting trial on a previous felony charge, and where the proof is evident or the presumption strong. (As amended November 7, 1972, effective January 1, 1973.)

Section 9 - Excessive bail and fines. Cruel punishments. Excessive bail shall not be required; excessive fines shall not be imposed, nor shall cruel and unusual punishments be inflicted. Persons arrested or imprisoned shall not be treated with unnecessary rigor.

Section 10 - Trial by jury. In capital cases, the right of trial by jury shall remain inviolate. In courts of general jurisdiction, except in capital cases, a jury shall consist of eight jurors. In courts of inferior jurisdiction, a jury shall consist of four jurors. In criminal cases, the verdict shall be unanimous. In civil cases, three-fourths of the jurors may find a verdict. A jury in civil cases shall be waived unless demanded.

Section 11 - Courts open. Redress of injuries. All courts shall be open, and every person, for an injury done to him in his person, property, or reputation, shall have remedy by due course of law, which shall be administered without denial or unnecessary delay; and no person shall be barred from prosecuting or defending before any tribunal in this State, by himself or counsel, any civil cause to which he is a party.

Section 12 - Rights of accused persons. In criminal prosecutions the accused shall have the right to appear and defend in person and by counsel, to demand the nature and cause of the accusation against him, to have a copy thereof, to testify in his own behalf, to be confronted by the witnesses against him, to have compulsory process to compel the attendance of witnesses in his own behalf, to have a speedy public trial by an impartial jury of the county or district in which the offense is alleged to have been committed, and the right to appeal in all cases. In no instance shall any accused person, before final judgment, be compelled to advance money or fees to secure the rights herein guaranteed. The accused shall not be compelled to give evidence against himself; a wife shall not be compelled to testify against her husband, nor a husband against his wife, nor shall any person be twice put in jeopardy for the same offense.

Secondary Social Studies TITLE: Rights Under Law	TOPIC: Political Science	Student Information Sheet Page 3	316-705 (307) D
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Section 13 - Prosecution by information or indictment. Grand jury. Offenses heretofore required to be prosecuted by indictment, shall be prosecuted by information after examination and commitment by a magistrate, unless the examination be waived by the accused with the consent of the State, or by indictment, with or without such examination and commitment. The formation of the grand jury and the powers and duties thereof shall be as prescribed by the Legislature. (As amended November 2, 1948, effective January 1, 1949.

Section 14 - Unreasonable searches forbidden, Issuance of warrant. The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated; and no warrant shall issue but upon probable cause supported by oath or affirmation, particularly describing the place to be searched and the person or thing to be seized.

Section 15 - Freedom of speech and of the press. Libel. No law shall be passed to abridge or restrain the freedom of speech or of the press. In all criminal prosecutions for libel, the truth may be given in evidence to the jury; and if it shall appear to the jury that the matter charged as libelous is true, and was published with good motives, and for justifiable ends, the party shall be acquitted; and the jury shall have the right to determine the law and the fact.

Section 16 - No imprisonment for debt. Exception. There shall be no imprisonment for debt except in cases of absconding debtors.

Section 17 - Elections to be free. Soldiers voting. All elections shall be free, and no power, civil or military, shall at any time interfere to prevent the free exercise of the right of suffrage. Soldiers, in time of war, may vote at their post of duty, in or out of the State, under regulations to be prescribed by law.

Section 18 - Attainder. Ex post facto laws. Impairing contracts. No bill of attainder, ex post facto law, or law impairing the obligation of contracts shall be passed.

Section 19 - Treason defined. Proof. Treason against the State shall consist only in levying war against it, or in adhering to its enemies or in giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act.

Section 20 - Military subordinate to the civil power. The military shall be in strict subordination to the civil power, and no soldier in time of peace, shall be quartered in any house without the consent of the owner; nor in time of war except in a to be prescribed by law.

Secondary Social Studies TITLE: Rights Under Law	TOPIC: Political Science	Student Information Sheet Page 4	316-705 (307) D
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Section 21 - Slavery forbidden. Neither slavery nor involuntary servitude, except as a punishment for crime, whereof the party shall have been duly convicted, shall exist within this State.

Section 22 - Private property for public use. Private property shall not be taken or damaged for public use without just compensation.

Section 23 - Irrevocable franchises forbidden. No law shall be passed granting irrevocably any franchise, privilege, or immunity.

Section 24 - Uniform operation of laws. All laws of a general nature shall have uniform operation.

Section 25 - Rights retained by people. This enumeration of rights shall not be construed to impair or deny others retained by the people.

Section 26 - Provisions mandatory and prohibitory. The provisions of this Constitution are mandatory and prohibitory, unless by express words they are declared to be otherwise.

Section 27 - Fundamental rights. Frequent recurrence to fundamental principles is essential to the security of individual rights and the perpetuity of free government.

Article III - Ordinance

The following ordinance shall be irrevocable without the consent of the United States and the people of this State:

Religious toleration. Polygamy forbidden. First: Perfect toleration of religious sentiment is guaranteed. No inhabitant of this State shall ever be molested in person or property on account of his or her mode of religious worship; but polygamous or plural marriages are forever prohibited.

Article IV - Elections and Right of Suffrage

Section 1 - Equal political rights. The rights of citizens of the State of Utah to vote and hold office shall not be denied or abridged on account of sex. Both male and female citizens of this State shall enjoy equally all civil, political and religious rights and privileges.

Section 2 - Qualifications to vote. Every citizen of the United States, eighteen years of age or over, who makes proper proof of residence in this state for thirty days next preceding any election, or for such other period as required by law, shall be entitled to vote in the election.

Section 3 - Voters-Immunity from arrest. In all cases except those of treason, felony or breach of the peace, voters shall be privileged from arrest on the days of election, during their attendance at elections, and going to and returning therefrom.

Section 4 - Voters-Immunity from militia duty. No voter shall be obliged to perform militia duty on the day of election except in time of war or public danger.

Section 5 - Voters to be citizens of United States. No person shall be deemed a qualified voter of this State unless such person be a citizen of the United States.

Section 6 - Mentally incompetent persons and certain criminals ineligible to vote. No mentally incompetent person or person convicted of treason, or crime against the elective franchise, unless restored to civil rights, shall be permitted to vote at any election, or be eligible to hold office in this State.

Section 7 - Property qualification forbidden. No property qualification shall be required for any person to vote or hold office.

Article X - Education

Section 1 - Free nonsectarian schools. The Legislature shall provide for the establishment and maintenance of a uniform system of public schools, which shall be open to all children of the State, and free from sectarian control.

Section 12 - No religious or partisan tests in schools. Neither religious nor partisan test or qualification shall be required of any person as a condition of admission, as teacher or student, into any public educational institution of the State.

Article XII

Section 19 - Blacklisting forbidden Every person in this State shall be free to obtain employment whenever possible, and any person, corporation, or agent, servant or employee thereof, maliciously interfering or hindering in any way, any person from obtaining, or enjoying employment already obtained, from any other corporation or person, shall be deemed guilty of a crime. The Legislature shall provide by law for the enforcement of this section.

Secondary Social Studies

TITLE: Rights Under Law

TOPIC:

Political Science

Student Information Sheet

Page 6

316-705 (307)

D

Section 2 - Property rights of married women. Real and personal estate of every female acquired before marriage, and all property to which she may afterwards become entitled by purchase, gift, grant, inheritance or devise, shall be and remain the estate and property of such female, and shall not be liable for the debts, obligations or engagements of her husband, and may be conveyed, devised or bequeathed by her as if she were unmarried.

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The students will describe their ethical, moral, and legal responsibilities and obligations under the law by

- a. defining loyalty and patriotism, (V,P)
- b. communicating a desire for honoring, obeying, and sustaining law. (V,P)
- c. communicating a willingness to help improve laws. (V,P)
- d. communicating a willingness to sacrifice some of their rights to insure the rights and freedoms of their peers. (307) (V,P)

Secondary Social Studies		TOPIC: Political Science	316-706 (307)
TITLE: Responsibility		TIME SEGMENT: 1 class period	D
INSTRUCTIONAL OBJECTIVE: The students will describe their ethical, moral, and legal responsibilities and obligations under the law by a. defining loyalty and patriotism, b. communicating a desire for honoring, obeying, and sustaining the law, c. communicating a willingness to help improve laws, d. communicating a willingness to sacrifice some of their rights to insure the rights and freedoms of their peers.		PROCEDURE: To the teacher: 1. Duplicate enough Student Activity Sheets for the class. 2. On the board list the rules of conduct in your classroom. Discuss them with the students before they begin the activity. They will need to refer to the rules for #2. Be sure the students understand the rules. Explain the term "ethical, moral, and legal responsibilities" to the students and let them know the activities are designed to help them understand the importance of laws and obedience to them in a free society. Discuss the students' response to the activity after they've completed it. You may want to invite a lawyer, judge, or law officer into your class to discuss law and patriotism with students.	
MATERIALS: Student Activity Sheet (Master included)			
EVALUATION: The students will be able to list to the teacher's satisfaction some of the reasons why obedience to laws is important.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.			
584		585	

Secondary Social Studies		TOPIC: Political Science	316-706 (307)
TITLE: Responsibility		TIME SEGMENT: 1 class period	D
INSTRUCTIONAL OBJECTIVE: The students will describe their ethical, moral, and legal responsibilities and obligations under the law by a. defining loyalty and patriotism, b. communicating a desire for honoring, obeying, and sustaining the law, c. communicating a willingness to help improve laws, d. communicating a willingness to sacrifice some of their rights to insure the rights and freedoms of their peers.		PROCEDURE: To the teacher:	
MATERIALS: Student Activity Sheet (Master included)		1. Duplicate enough Student Activity Sheets for the class. 2. On the board list the rules of conduct in your classroom. Discuss them with the students before they begin the activity. They will need to refer to the rules for #2. Be sure the students understand the rules. Explain the term "ethical, moral, and legal responsibilities" to the students and let them know the activities are designed to help them understand the importance of laws and obedience to them in a free society. Discuss the students' response to the activity after they've completed it. You may want to invite a lawyer, judge, or law officer into your class to discuss law and patriotism with students.	
EVALUATION: The students will be able to list to the teacher's satisfaction some of the reasons why obedience to laws is important.			
ADAPTATIONS: The teacher should feel free to adapt this activity to the special needs of the class.			
584		585	



Skills:

316-834

316-850

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

585a

586

Secondary Social Studies TITLE: Responsibility	TOPIC: Political Science	Student Activity Sheet	316-706 (307) D
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To the student: On a separate piece of paper complete the following activity:

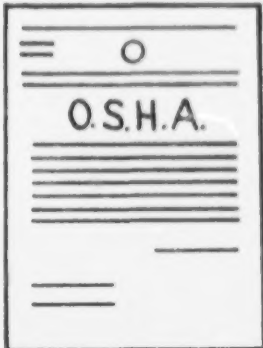
1. Look in a dictionary and write down the definition of "loyalty" and "patriotism." List three ways you can show loyalty to your country and three ways to show patriotism.
2. Follow the directions of your teacher. Get in a group with three other students in your class. Choose a group secretary. Discuss the freedoms you have that are meaningful to you. Would you be willing to give up some of your individual freedom to guarantee the freedom of your peers? Discuss this and have the secretary make a list of responses from individuals in your group. What would happen if everyone in your school disobeyed rules in class? Ask the secretary to record answers. Draw a conclusion in your group about the importance of both obeying and improving laws in your school.
3. Participate in the summary class discussion that will follow the small group activity.
4. After the discussion, any written material should be put in the place designated by the teacher.

586a

587

The students will describe government services and tell how to use them where needed by

- a. Describing how to get employment assistance (P)
- b. Describing rehabilitation assistance (P)
- c. Describing consumer services (P)
- d. Describing health and safety services (P)
- e. Describing how to get legal assistance (410) (P)

Secondary Social Studies TITLE: Governmental Services	TOPIC: Political Science TIME SEGMENT: 30 min. in class for introduction Up to 3 weeks for gathering information, 1 period after for reporting	316-707 (410) D						
INSTRUCTIONAL OBJECTIVE: The students will describe government services and tell how to use them where needed by - describing how to get employment assistance. - describing rehabilitation assistance. - describing consumer services. - describing health and safety services. - describing how to get legal assistance.	PROCEDURE:							
MATERIALS: Student Activity Sheet (Master included) Texts, government materials on public services	To the teacher: - Make available a Student Activity Sheet for each student participating. - It is suggested that this activity be used in connection with a discussion on the responsibilities and rights of U.S. citizens. The students should be made aware that where a legitimate need of certain public services exists, there is help. - In this activity, the students will tell about the following government services and how a citizen may use them: <table border="0"> <tr> <td>1. Employment assistance</td> <td>3. Consumer services</td> <td>5. Health and safety services</td> </tr> <tr> <td>2. Rehabilitation assistance</td> <td>4. Legal assistance</td> <td></td> </tr> </table> - Assign approximately one fifth of the class to each category. Have each student contact the local, county, and state agencies under which his assigned service is found. (Note: If there is a question as to where these agencies might be found, the county government should be of assistance.) The students should discover what services are available in these areas. They should take notes on what the government workers tell them. It may be necessary for students in outlying areas to write to state offices, and time should be allowed for answers in this case. - After the information is gathered, allow a few minutes in class for students to meet with others in the same group. Information should be pooled and a short report given by one of the group to the class. - Have the students put their names on their notes and any materials they received from the government and hand them in.	1. Employment assistance	3. Consumer services	5. Health and safety services	2. Rehabilitation assistance	4. Legal assistance		
1. Employment assistance	3. Consumer services	5. Health and safety services						
2. Rehabilitation assistance	4. Legal assistance							
EVALUATION: The students will demonstrate by notes taken and material collected, and also in part, by the oral reports that they understand how to use the government services specified in the activity.								
ADAPTATIONS: The teacher may wish to have the students take notes on the reports of other groups and turn them in as part of the evaluation.								

Skills:

316-850

316-881

592

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

593

Secondary Social Studies	TOPIC:	316-707 (410)	
TITLE: Governmental Services	Political Science	Student Activity Sheet	D

To the student:

1. After the class discussion on government services, you will be assigned one of the areas in which people sometimes need assistance. It might be in employment assistance, rehabilitation assistance, consumer services, health and safety services or legal assistance.
2. You are to find the government agency that handles this type of assistance and discover what help is available. You should also learn how a person goes about getting assistance. Talk with the people at the agency and take notes on what they tell you, or write to the office or agency if you live too far from it to visit it.
3. Your teacher will allow you time to meet with the others in your group after you have the information you need. At that time, the group will compile the information gathered and choose a member of the group to give a short report to the class.
4. Write your name on your notes and any material given to you by the government and put these in the place designated by your teacher.

The students will describe the political system and indicate how to be actively involved in the process by

- a. identifying the major political parties and their philosophies. (V,P)
- b. affiliating with the parties on the basis of informed choice. (V,P)
- c. distinguishing between truth and propaganda. (V,P)
- d. describing the function of political parties in selecting and electing officials and passing laws. (412) (V,P)

Secondary Social Studies

TITLE: Politics

TOPIC: Political Science

TIME SEGMENT: 2 class periods

316-708 (412)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the political system and indicate how to be actively involved in the process by a. identifying the major political parties and their philosophies, b. affiliating with the parties on the basis of informed choice, c. distinguishing between truth and propaganda, d. describing the function of political parties in selecting and electing officials and passing laws.

MATERIALS:

Student Information Sheets Pages 1-6
Student Activity Sheet
(Masters included)
Copy of a political speech

EVALUATION:

The student will be able to accurately perform the objective as stated above to the satisfaction of the teacher.

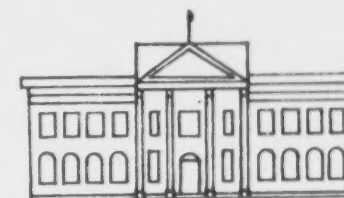
ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.
2. Give the students some background about the two major political parties. Prepare a worksheet with a brief history of the Democrats and Republicans.
3. Invite a representative of each party to come into your classes and explain something about his political party. Ask these representatives to explain the roles of their parties in selecting and electing officials and passing laws. If a party representative is unable, contact one of your state legislators, and ask him/her to provide the above information for you.
4. From a magazine or local politician, get a political speech and replicate it for part of the activity. Discuss the party platforms and propaganda material and closely observe parts 1 and 2 of the activity.



Skills:

316-826

316-850

316-878

316-881

600

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

601

1. During the general election in 1980, the Utah State Republican and Democratic parties each developed a platform. Platforms are written on national levels, too, by the major political parties.

These platforms are important because they state the overall philosophy and objectives of the party. They also let the public know the party's stand on major issues.

Read the following sections of the 1980 Utah Republican and Democratic party platforms: (Notice that they have different formats and subheadings.)

1980 State Democratic Platform

Education

We, the Democratic party, recommend:

1. That education at all levels be recognized as an investment in the future that pays high dividends rather than being just a current expense.
2. That an emphasis be placed on a quality education for every student in the State of Utah.
3. That the highest priorities be given to the traditional basic competencies of communication through the written and spoken word and through mathematical and scientific symbols.
4. That the public education system recognize human needs by also developing competencies in arts, humanities, values, and intellectual curiosity at all levels.
5. That every public school be provided with an adequate library media center directed by a professional library media specialist through which instruction can be individualized and enriched.

6. That the home be recognized as having the primary responsibility for children's education and well-being, and that schools are intended to supplement the home rather than replace it.
7. That assistance be provided to help parents improve their competency as educators in their own homes.
8. That boys' and girls' vision regarding vocational and other roles not be inhibited by stereotyping (racial or gender) emerging from textbooks, career counseling, or student advisement.
9. That special educational resources be provided adequate to the needs of the handicapped.
10. Assistance and support for regular classroom teachers in meeting their responsibilities to include handicapped children in regular educational activities.
11. (a) Whereas, the Democratic Party recognizes the linguistic needs of culturally different citizens, and
Whereas, the State of Utah has significant numbers of students who can benefit from bi-lingual/bi-cultural school programs in order to become functional, productive members of society.
Be it Resolved that monies be made available throughout the State of Utah categorical programs to meet the needs of bi-lingual/bi-cultural students.
(b) Special consideration for the educational needs of refugees who have moved into Utah.
12. An increase in the investment per pupil in Utah public-schools equal to the national average, with an increase in salary to reach the national average.

Secondary Social Studies	TOPIC: Political Science	Student Information Sheet	316-708 (412)
TITLE: Politics		Page 3	D

13. (a) Development of additional revenue sources for adequate funding for public education.

(b) Promotion of more efficient utilization of existing school resources through an examination of alternatives such as school consolidation, year round schools, sharing facility space, open enrollment, etc.....

14. That the state equalize the incentive of the local voted leeway program and the capital outlay program.

15. Continued state appropriations to reduce class size with special attention on primary grades.

16. That the State Board of Education continue to improve, expand and coordinate parenting skill education classes at junior high, high school, and post high school levels.

17. That professional staffing include, at both elementary and secondary levels, guidance personnel, library media coordinators, arts and foreign language teachers, in addition to classroom teachers in the various programs.

18. That the contributions emanating from private colleges and universities and their distinctive value orientations be recognized and encouraged by minimizing government regulations that act to homogenize higher education.

19. That the educational contributions of public libraries be recognized and that the quality of the public libraries of Utah be upgraded.

Platform of the Utah Republican Party 1980

XIII Education

We believe that an enlightened citizenry is fundamental to our American way of life, and that wise expenditures for education represent investments in Utah's people. We believe that our educational systems must become one of the most important objectives of responsible local government. We call for efficiency, balance, accountability and public responsiveness in all phases of education and for continued efforts to provide equal educational opportunity. We believe that funding for the public and higher educational systems should be, or remain, competitive with regional and national efforts. We support restoration and continuation of adequate federal impact aid to compensate local school districts in lieu of property taxes on federal installations. We call for elimination of duplication and overlap of services in Utah's universities, junior and technical colleges, and ask for greater efficiency and expanded public use of all existing education facilities. We support continued efforts to achieve proper balance of teachers and pupils with emphasis on the elementary grades. We believe that negotiations procedures between teachers and school boards are best handled at the local school district level free from arbitrary acts of government. We support programs of study and corrective action into the causes of violence in schools. We believe that private schools should be permitted to manage their own affairs. We believe greater educational emphasis should be placed on career vocational education and placement.

Secondary Social Studies TITLE: Politics	TOPIC: Political Science	Student Information Sheet Page 5	316-708 (412) D
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We call for curriculum emphasis at all educational levels on the free enterprise system and the American political system. We believe public schools should teach respect for the Utah and Federal Constitutions, the law, moral integrity and pride in our national heritage with emphasis on teaching principles of freedom, equality and self-governance. We oppose federal funding logically brings such controls.

We support minimum competency standards as a requirement for high school graduation.

We believe that Title IX (9) regulation has become oppressive and burdensome to our public schools. We favor the elimination of Title IX (9) from the Federal bureaucracy.

We believe that voluntary prayer in the schools is lawful and important to the building of good character.

Propaganda is the effort to influence people's actions and beliefs. People who develop propaganda have goals in mind, and they choose facts, approaches and concrete objects which will convince others the goals are correct. Propagandists leave out equally important facts which do not support their points of view. They attempt to divert the attention of their audience from anything which would prove the propagandists wrong.

Sometimes education is seen as propaganda by those of another point of view. For example, you learn in school the many advantages of life in America. The Russians would call all of that education propaganda designed to brainwash American youth.

One of the most important skills needed by Americans today is the ability to discern truth from propaganda. Advertising and politics are both major areas of American life that require the ability to discern.

Advertising and Propaganda Techniques

1. slogans - using phrases that are catchy and easily remembered.
2. exclusively ours - concentrating on an exclusive ingredient or idea which sets a product or philosophy apart.
3. take it from me - assuring the public that from personal experience someone knows the idea or product is good.
4. careful words for careful claims - choosing words carefully to make the product or concept sound as good as possible.
5. bandwagon - telling people they'll be left out if they don't get involved now.
6. snob appeal - convincing people that the select and elite are involved in particular activities or use certain products.
7. the family - using family values as a means of getting people involved.
8. youth - appealing to people's desire to remain youthful.

Secondary Social Studies TITLE: Politics	TOPIC: Political Science	Student Activity Sheet	316-708 (412) D
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To the student:

1. Compare the ideas in each platform on education. On a separate piece of paper, make a list of similarities and differences between the two parties.
2. Based on what you have read, for which party would you vote? Write down your choice and why you'd vote that way.
3. Using the sheet about propaganda techniques, look at three magazine advertisements. Decide which techniques have been used. Cut the ads out, mount them on 8 1/2 " x 11 " pieces of paper and write your comments about each ad under it.
4. Look at the political speech provided by your teacher. Decide which of the techniques has been used. Has the writer given all the facts or only one side of the facts? Write your comments.
5. When you have completed the activity, put it in the place designated by your teacher.

The students will describe governmental and/or political influences on food habits, i.e., food problems (school lunch, food stamps), price controls, effect of war, and disaster. (506) (N,V)

Secondary Social Studies Governmental and		TOPIC: Political Science	316-709 (506)
TITLE: Political Influences on Food Habits		TIME SEGMENT: 1 period	D
INSTRUCTIONAL OBJECTIVE: Describe governmental and/or political influences on food habits. a. food programs i.e., school lunch, food stamps b. price controls c. effect of wars and disaster	PROCEDURE: To the teacher: This activity should be included after the class has been given, through selected reading and class discussion, a background in government and political involvement in the field of nutrition and food habits. Give each student a Student Activity Sheet, a "Governmental Influences on Food Habits" questionnaire, to be completed. Allow the students time to complete the questionnaire using available resources and specialists. Review the students' responses in class. NOTE: The teacher should invite three of four specialists to come to class to share their knowledge with class members. Some specialists might include school food service supervisor or worker, WIC nutritionist, Head Start staff nutritionist, personnel for Food Stamp Program, EFNEP nutrition aid, Nutrition Program for the Elderly dietitian or nutritionist, person who lived through the Great Depression, person who lived through World War I and World War II. *School Lunch Program Child Nutrition Program Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Maternity and Infant Care Program(MIC) Food Stamp Program Nutrition Program for the Elderly Price Controls Wa An excellent reference is: <u>Community Nutrition</u> by Jessie Craig Obert; John Willey and Sons, Inc. New York 1978.		
MATERIALS: Student Activity Sheet (Master Included) Resources dealing with special government programs listed below. *			
EVALUATION: The students will demonstrate their understanding of the government's involvement in the field of nutrition and food habits by completing the questionnaire to the teacher's satisfaction.			
ADAPTATIONS: The teacher may adapt this activity to the needs of the class.			

618

619

Skills:

316-850

316-878

620

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

621

Secondary Social Studies	Governmental and	TOPIC: Political Science	Student Activity Sheet	316-709 (506)	D
TITLE: Political Influences on Food Habits					

To the student: On a separate piece of paper answer the following:

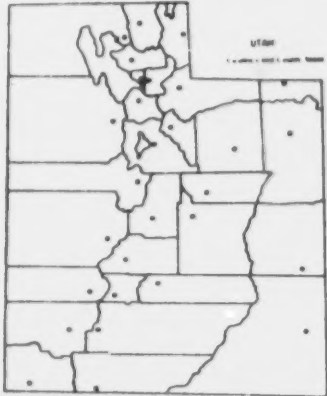
1. What is the function of the School Lunch Program?
2. Who sponsors the School Lunch Program?
3. How is the School Lunch Funded?
4. What nutritional guidelines must the School Lunch Program follow?
5. Does the School Lunch Program work in connection with any other government agencies?
6. Who enforces School Lunch Program policies?
7. How much would a School Lunch meal cost if bought at a restaurant or drive-in?

1. What is the Food Stamp Program?
2. What are Food Stamps?
3. Where does a person apply for Food Stamps?
4. What items can be bought with Food Stamps?
5. What are the requirements for qualifying for Food Stamps?
6. Who administers the Food Stamp Program?
7. Where can Food Stamps be used?

Next, choose one of the following to answer:

1. What effect does war have on the nation's food habits?
2. What effect do natural disasters such as drought, earthquakes, hurricanes, volcanoes, etc., have on the nation's food habits?
3. How can we prepare to combat food problems created by war and disasters?
4. What influence during your lifetime has most affected your food habits? OR Has there been a natural disaster of some sort during your lifetime that has affected your food habits at all? For a short period of time? A long period of time?
5. Be prepared to discuss your answers with the class.

With the use of a map or globe, the students will identify home, city, state, and nation land and water masses; demonstrate the use of common abbreviations, vocabulary, and map keys; the ability to illustrate images of major land forms and to make simple sketch maps. (115)

Secondary Social Studies TITLE: Map Skills	TOPIC: Geographic Skills TIME SEGMENT: 1-2 class periods	316-801 (115) 316-802 (102) D
INSTRUCTIONAL OBJECTIVE: With the use of maps or a globe, the students will identify home, city, state, nation, land and water masses, demonstrate the use of common abbreviations, vocabulary, and map keys; illustrate maps of major land forms; make simple sketch maps; find specific locations; and interpret the symbols.	PROCEDURE: To the teacher: 1. Provide for the students a variety of maps (city, county, state, nation, world). These may be obtained from the Travel Council of Utah, some service stations, motels, auto clubs, and travel agencies. 2. Divide the students into groups. Have each group choose a place that is located on a county, state, and national map. These are to be designated as home base for each group of students. This means that each group of students has home bases (one for each of the following): 1. the county, 2. the state, 3. the nation or country. 3. Each group will designate which county and city it will consider as one of its home bases. Example: Sandy City, Salt Lake County. 4. Each group will decide which state is one of its home bases. Example: Illinois, California, Utah, etc. 5. Each group will decide which nation or country is one of its home bases. Example: Spain, Australia, United States. 6. Each group will divide a sheet of paper into three sections. The sections will be titled: 1. City and County, 2. State, 3. Nation or Country. This is outlined on Student Activity Sheet page 2. 7. Have the students answer the questions on the Student Activity Sheet page 1. 8. Provide the students with a place to put their completed pages.	
MATERIALS: Student Activity Sheets pages 1 and 2 (Masters included) Varieties of maps Atlases, textbooks, encyclopedias, almanacs		
EVALUATION: The student will be able to identify specific places on a map and interpret map symbols.		
ADAPTATIONS: These activities may be adapted to the special needs of the students.		

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student:

1. Choose three home bases for your chart on the following page. For one home base, choose a city and county. For another home base, choose a state. For your third home base, choose a nation or country. Use the common abbreviation for the places mentioned in your chart. Consider the outside areas as boundaries of the home base, not its central point. Remember, there are boundaries on all sides. Next, answer the following questions for each section of your home base chart.
 - a. the nearest lake to your home base
 - b. the nearest island
 - c. the nearest mountains
 - d. the nearest ocean or oceans
 - e. the nearest river
 - f. the nearest city or cities, the nearest state or states, the nearest nation or nations
 - g. the nearest recreation area
 - h. the most important highways near or through your home base
 - i. the largest city near or in your home base
 - j. the type of climate in your home base
 - k. a national park in or near your home base
 - l. two natural resources near or in your home base
 - m. two kinds of travel in or near your home base (land, air, water)
2. Include a simple sketch map of each of your group's home bases.
3. Prepare a short oral presentation showing the location of your home bases and the information you have found.
4. Prepare copies of your chart for all the students who are participating in the activity.
5. Hang your sketch map on the bulletin board.
6. Put your assignment in the place designated by your teacher.

HOME BASES

City and County	State	Nation or Country
632		633

This activity will be
located with objective
316-801

The students will find specific locations, using city, state,
and national maps and interpret their symbols. (102)

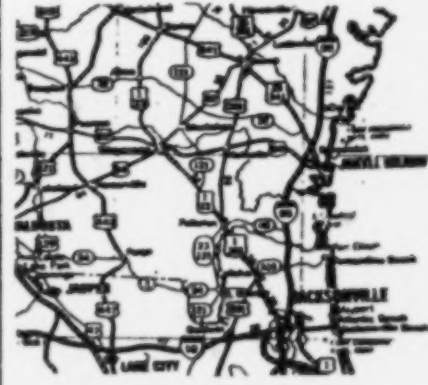
635

634

The students will use road atlases and road maps to plan a route to a given destination. (102)

637

636

Secondary Social Studies		TOPIC: Geographic Skills	316-803 (102)
TITLE: Planning a Route		TIME SEGMENT: One or two class periods	D
INSTRUCTIONAL OBJECTIVE: The students will use road atlases and road maps to plan a route to a given destination.		PROCEDURE: To the teacher: 1. Make copies of the Student Activity Sheet, the road map, and the trip itinerary table. 2. Give each student a copy of the activity sheet, map, and table. 3. Provide the students with red pens or pencils. 4. Have the students complete the activities listed on the Student Activity Sheet. 5. Provide a place for the students to put their completed work.	
MATERIALS: Student Activity Sheet Road map Trip itinerary table (Masters included) Red pens or pencils			
EVALUATION: The students will use a road map to plan the routes for a trip.			
ADAPTATIONS: The teacher may use this material in a learning center format.			

638

639

Evaluation and Comments on Activity: .

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC: Geographic Skills	Student Activity Sheet	316-803 (102)
TITLE: Planning a Route			D

To the student:

1. Put your name on the Trip Itinerary Table and on the road map.
2. Read the items on the Trip Itinerary Table. Plan a two-week automobile trip from Atlanta, Georgia to Boston, Massachusetts, and then back to Atlanta. You must plan your trip well enough to fill in the information needed to complete the Trip Itinerary Table.
3. Trace over your route on the road map with a red pen or pencil. Circle the places you plan to stay overnight with a red pen or pencil.
4. Using the information in your completed Trip Itinerary Table, add up the total mileage of your trip. Write the total you get on the back of the table. If you figure that your trip costs 20¢ a mile for gasoline, how much gas money will you need for your trip? Write your answer on the back of the table.
5. Put your completed work in the place set aside by your teacher.

Secondary Social Studies
TITLE: Planning a Route

TOPIC: Geographic Skills

Trip Itinerary Table

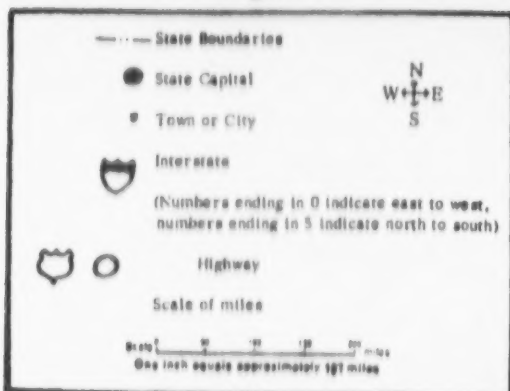
316-803 (102)
D

TRIP ITINERARY

Day	Interstates or Highways Traveled On	Towns Visited or Passed Through	Days Mileage (Use scale of Miles)	Place Stayed In Overnight
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				
Day 8				
Day 9				
Day 10				
Day 11				
Day 12				
Day 13				
Day 14				

Total Mileage _____

Amount you will
need for gasoline _____



The students will compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events. (103)

616

617

Secondary Social Studies

TOPIC: Geographic Skills

316-804 (103)

TITLE: Maps for Historical and Current Events

TIME SEGMENT: 1 class period

D

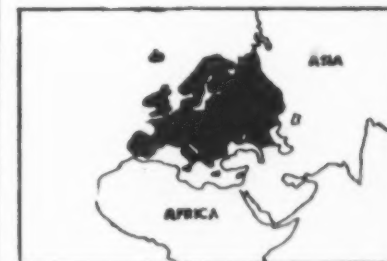
INSTRUCTIONAL OBJECTIVE:

The students will compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheets as needed.
2. Provide the students with paper.
3. Provide the students with sources (atlases, encyclopedias, etc.) that contain world maps and maps of Europe.
4. Designate a place for the students to leave their completed work.

**MATERIALS:**

Student Activity Sheets, pages 1, 2, 3, 4, 5, and 6.
(Masters included)
Sources containing World maps and maps of Europe
Paper

EVALUATION:

The students will determine which current and historical events go with various maps.

ADAPTATIONS:

This material may be used in a learning center format.

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Secondary Social Studies	TOPIC: Geographic Skills	Student Activity Sheet	316-804 (103)
TITLE: Maps for Historical and Current Events		Page 1	D

To the student: Put your name on a piece of paper and on the map activity sheets. Complete the following activities.

1. Maps are often used by magazine editors to show where current events took place. Look at the Student Activity Sheet, page 4. Imagine that you are the editor of a national magazine. You must decide which maps to use for the following news stories. Write the map # next to the appropriate news story on your paper.
 - a. Sunken treasure ship found off Jekyll Island, Florida.
 - b. Search for missing boy continues in Providence, Rhode Island.
 - c. Severe drought reported in Western Rhode Island.
 - d. Parade route established for Jacksonville Founders Day celebration.
 - e. St. Johns River polluted by tragic chemical accident.
 - f. Oil deposits found in Newport Bay.
 - g. Six historic sites dedicated in Providence.
 - h. National Guard on maneuvers near Valdosta, Jasper, and Lake City.
 - i. Eight gambling dens raided last night in Providence.
 - j. Round the world voyage ends at Jamestown, Rhode Island.
 - k. Several whales beach themselves off the Florida coast.
 - l. Sewer lines explode in old town section of Jacksonville.
2. Maps are frequently used to show the setting of historical events. Look at Student Activity Sheet, page 5. Imagine that you are the head librarian for the library in your town. You need to cross reference these maps to the appropriate materials already listed in your card catalog. Write the map # next to the materials they apply to on your paper. (More than one map may apply to each material.)

Secondary Social Studies	TOPIC: Geographic Skills	Student Activity Sheet	316-804 (103)
TITLE: Maps for Historical and Current Events		Page 2	D
a. The contributions of Thomas Jefferson. b. Hudson and his place in History. c. The economic impact of Great Britain. d. A nation divided against itself. e. The epic voyages of the 16th century. f. The rise of the North. g. A history of England. h. Spanish colonization of the New World. i. Abraham Lincoln -- a biography. j. U. S. history, 1766 to the present. k. The world in the 20th century. l. Great explorers and colonizers. 3. Student Activity Sheet, page 6 contains three maps. Find a map of Europe and a map of the world to help you with this activity. Pick the appropriate maps on sheet 6 and change, color, or add to them to depict the following events: a. Some of the major oil producing countries of the world banded together in <u>1960</u> to form OPEC. (Organization of Petroleum Exporting countries) The nations belonging to OPEC are <u>Algeria</u>, Ecuador, Gabon, Indonesia, Iran, Iraq, Kuwait, Libya, Nigeria, Qatar, Saudi Arabia, the United Arab Emirates, and Venezuela. b. Eight new branch libraries will be built in Salt Lake County. They will be in the following locations:			

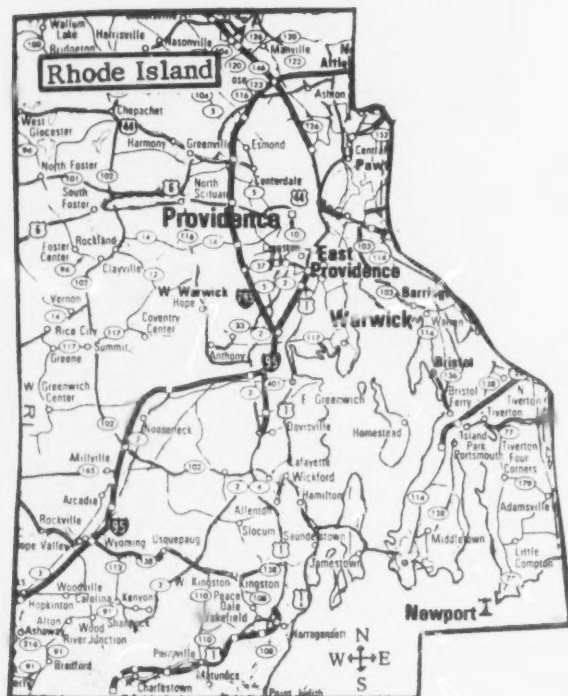
Secondary Social Studies	TOPIC: Geographic Skills	Student Activity Sheet	316-804 (103)
TITLE: Maps for Historical and Current Events		Page 3	D

(1) 3600 South 4400 West
(2) 10600 South State Street
(3) 7800 South Redwood Road
(4) 1900 East 2100 South
(5) 6200 South and Van Winkle Express Way
(6) Sunnyside and Wasatch Drive
(7) 5300 South Vine Street
(8) Highland Drive and 3900 South

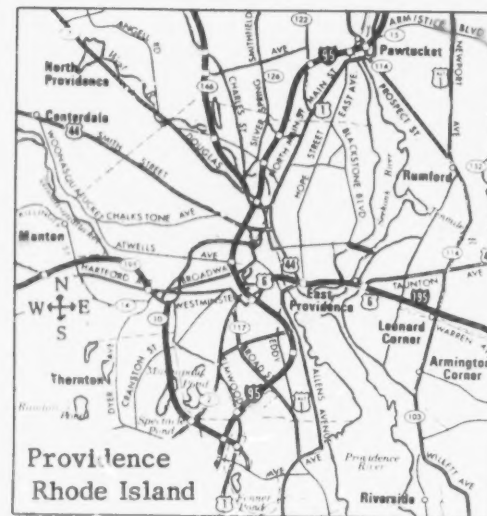
c. Eight communist nations joined together in 1955, to form the Warsaw Pact. The Warsaw Pact nations are Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Rumania, and the Soviet Union.

4. Put your completed work in the place designated by your teacher.

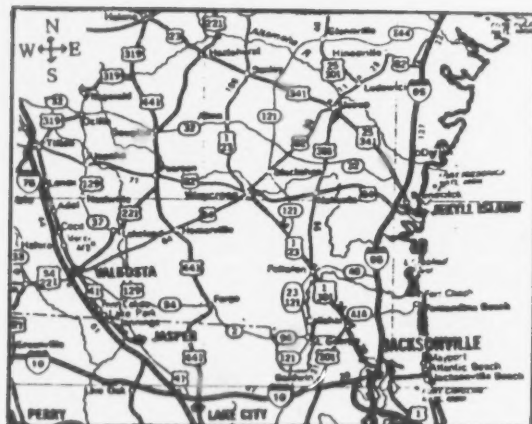
Map 1



Map 2



Map 3



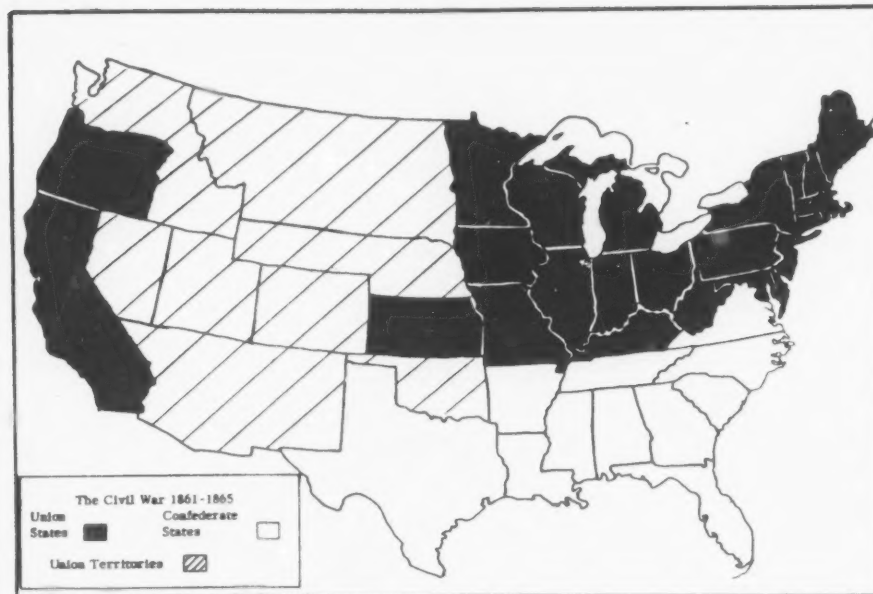
Map 4



658

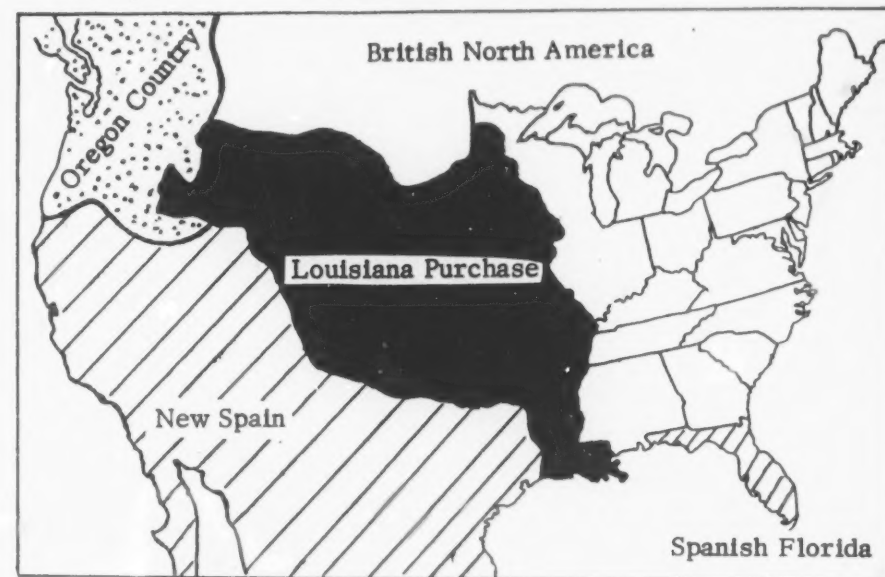
659

Map 5



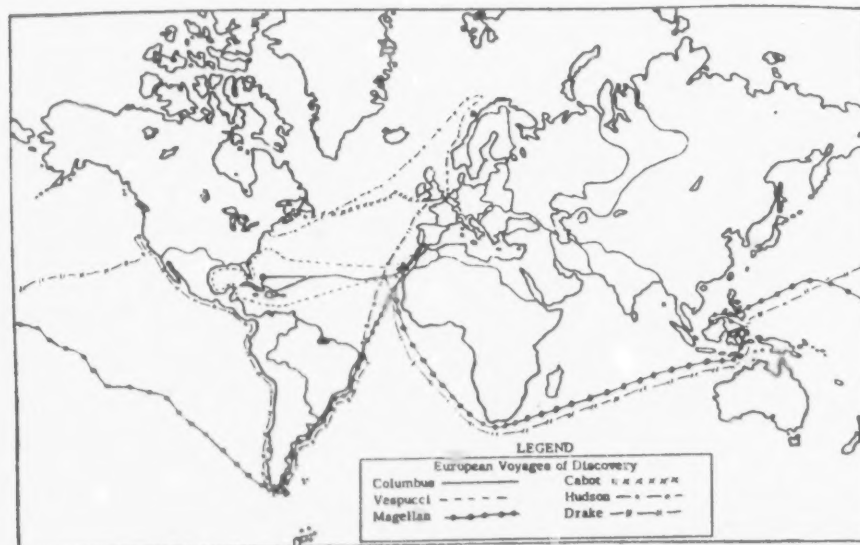
Map 6

Louisiana Purchase 1803



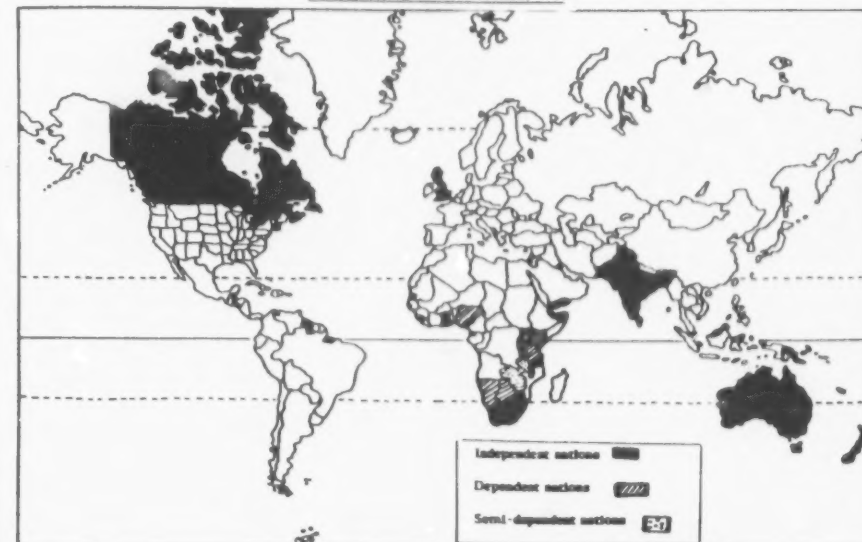
Map 7

The World 1492 - 1610

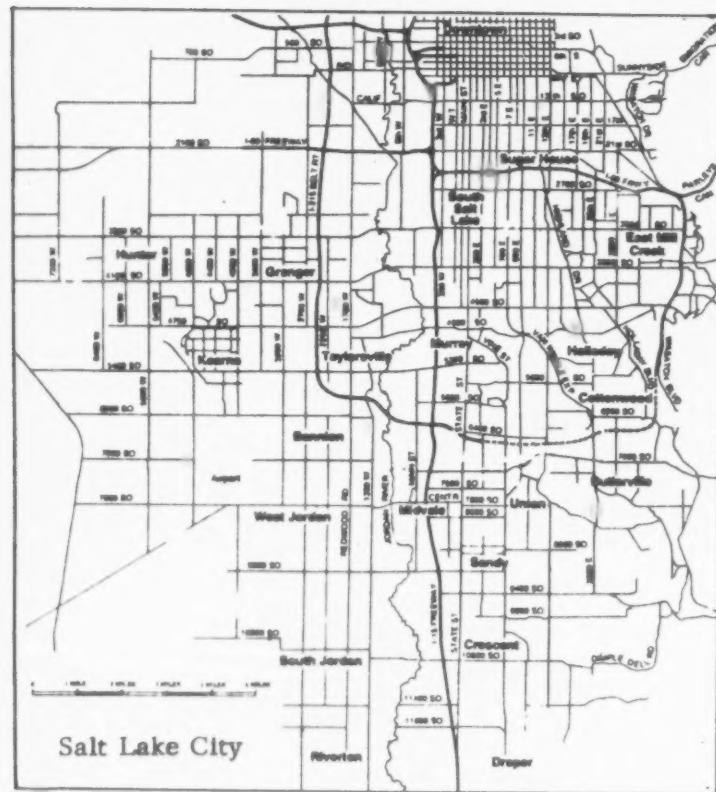


Map 8

British Commonwealth of Nations, 1931



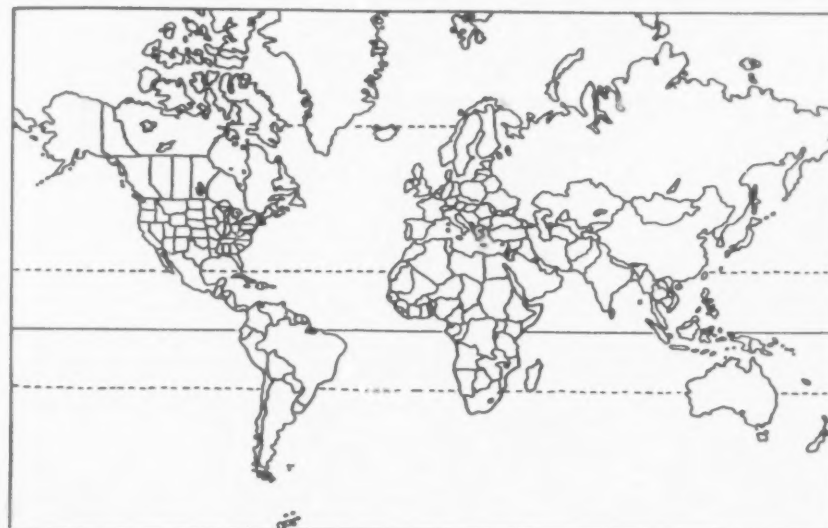
Map A



Map B



Map C



662

663

The students will identify and locate on a map or globe
the major physical features of the United States. (102)

664

665

Secondary Social Studies

TITLE: United States Physical Features

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

316-805 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify and locate on a map or globe the major physical features of the United States.

MATERIALS: Student Activity Sheets, pages 1 and 2

United States map (Masters included)
Textbooks, encyclopedias, atlases, and other books containing maps of the U.S., and information about its physical features.
Paper
Colored pens or pencils

EVALUATION:

The students will identify on the map included, the major physical features of the U.S. listed on the activity sheet.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the United States map and Student Activity Sheets for those students participating.
2. Give each student a copy of the U.S. map and the activity sheet.
3. Provide the students with paper and colored pens or pencils.
4. Provide the students with textbooks, encyclopedias, and atlases containing maps of the U.S. and information about its physical features.
5. Have the students complete the activities listed on the Student Activity Sheets.



Evaluation and Comments on Activity:

Students: _____

Teacher: _____

To the student: Put your name on the U.S. map and on a piece of paper. Find a U.S. map in an encyclopedia, atlas, or textbook. Complete the following activities:

- A. The U.S. has several large lakes and long rivers. The most important of these lakes and rivers have been given a number and are listed below.

- | | |
|--------------------|-----------------------|
| 1. Colorado River | 10. Lake Superior |
| 2. Columbia River | 11. Mississippi River |
| 3. Great Salt Lake | 12. Missouri River |
| 4. Hudson River | 13. Ohio River |
| 5. Lake Erie | 14. Platte River |
| 6. Lake Huron | 15. Red River |
| 7. Lake Michigan | 16. Rio Grande |
| 8. Lake Okeechobee | 17. Snake River |
| 9. Lake Ontario | 18. Yukon River |

Using the map you found as a guide, locate the lakes and rivers above on your U.S. Map. Put the number of the lake or river next to its correct location on the map. Trace the rivers with a blue pen or pencil, then, shade in the lakes with a blue pen or pencil.

- B. The major mountains and peaks of the U.S. are listed below. Each mountain and peak has been assigned a letter. Using the map you found as a guide, locate the mountains and peaks on your map. Use the symbols  and a brown pen or pencil to draw in the mountains or peaks at their correct location on the U.S. map. Put the letter of the mountains or peaks next to their locations on the U.S. map.

- | | |
|--------------------------|---------------------|
| A. Adirondack Mountains | H. Mount St. Helens |
| B. Alaska Range | I. Ozark Plateau |
| C. Appalachian Mountains | J. Rocky Mountains |
| D. Blue Ridge Mountains | K. Sierra Nevadas |
| E. Cascade Mountains | L. Uinta Mountains |
| F. Coastal Range | M. Wasatch Range |
| G. Mount McKinley | |

C. Using the map you found as a guide, find the following special areas of the United States.

Continental Divide

Grand Canyon

Hawaiian Islands

Yellowstone National Park

Draw a green line along where the Continental Divide is located. Outline the area covered by the Grand Canyon and Yellowstone National Park and color it in. Color the Hawaiian Islands green too.

D. The eight major land regions of the U.S. are listed below.

Appalachian Highlands

Costal Lowlands

Great Plains

Interior Plains

New England

Pacific Costal Range

Rocky Mountains

Western Basin, Range and Plateau

Find these regions on your U.S. map and write the name of the region on its appropriate location.

E. Choose one physical feature from each of activities A, B, and C. Find information about the features you chose in an atlas, encyclopedia, or textbook. Using your own words, write a paragraph about each of the features you selected.

F. Place your completed work in the place designated by your teacher.

THE UNITED STATES OF AMERICA

